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ABSTRACT

A manual designed to help English-as-a-Second-Language (ESL) students make the transition to adult basic education (ABE) courses is presented. It is intended to help teachers understand the problems encountered by ESL transitional students, prepare specific lessons, and adopt successful teaching techniques. The competency-based curriculum targets improvement of skills in reading, writing, listening, and speaking to a level that supports success in the ABE classroom. It also attempts to build cultural knowledge and develop student self-confidence in English usage. Lessons are designed to establish a teacher-dependent relationship initially, then to lessen this dependence through self-confidence and strategies for independent learning. An introductory section describes the origins of the project in a teacher's classroom experience. The next three sections describe results of survey and pre-test of students and interviews with 15 ESL and ABE professionals, which suggest specific areas of need. The fifth section discusses the selection of reading materials. Post-test results indicating the success of the curriculum are then summarized. Selected lessons in reading, writing, speaking, and listening are included, and selected teaching techniques are suggested. The final section reviews relevant research and theory on syntax acquisition among ESL/ABE transitional students. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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BRIDGING THE GAP

A TRANSITIONAL PROGRAM

FROM ESL TO ABE

WRITTEN AND PRODUCED

BY

MICHAEL A. BENWARE

UNDER THE DIRECTION OF
JUDITH A. RANCE-RONEY
DIRECTOR OF ADULT LITERACY

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BRIDGING THE GAP
A TRANSITIONAL PROGRAM FROM ESL TO ABE

RESEARCH AND CURRICULUM

JUDY RANCE-RONEY, DIRECTOR
MICHAEL BENWARE, COORDINATOR/INSTRUCTOR

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A TRANSITIONAL PROGRAM

FROM ESL TO ABE

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PREFACE

This program is designed to help ESL students who have successfully completed three levels, or its equivalent of ESL coursework make the transition to Adult Basic Education (ABE) courses. The manual is designed for teacher use in understanding the problems encountered by ESL Transitional students, preparing specific lessons, and adopting successful teaching techniques.

The curriculum is a competency based program targeted to improve ESL Transitional student's skills in reading, writing, speaking and listening so they can be successful in the ABE classroom. The curriculum also attempts to build cultural knowledge and to bolster the student's self-confidence in his ability to use English.

Generally speaking, ESL students are teacher dependent for basic communicative understanding. Thus almost all language practice is done in the classroom. Lessons in this curriculum are designed to establish the teacher dependent relationship however, lessons eventually wean the student from his dependence on the teacher by providing self-confidence and strategies for learning both on his own and from others with the new language.

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INTRODUCTION

I really did not know what to expect when I accepted the challenge to develop a curriculum for ESL students who were making the transition to adult basic education classes. Although I felt very confident in my ability to teach, I had limited previous experience with ESL students. When I was told that in order to take the ESL Transition class students were required to have successfully completed three levels of ESL courses, I had no idea what that meant. The best teachers, I believe, must know their students as much as possible before the first day of class. In the high schools I could learn about my students from their previous teachers, check their records and test scores, and some students I would already know personally because of extracurricular activities or the general community life of a high school. However, those roads were closed with the ESL students. I was nervous. How well could they read? Could they write an essay? Could they write grammatically correct sentences? Would I be able to understand their speech? Would they be able to understand mine? Would they be able to understand one another? Fortunately, my initial anxiety was short-lived. I answered these questions in my research and you will find out how when you read the chapters on need. What made this course successful was maintaining a positive attitude toward the students' ability to learn and challenging each student with high expectations.

I am the father of two small children whose verbal abilities surpass those of most children their age. In teaching my children to speak and listen, I avoided baby talk at all costs. It seemed to me that my children, and all children, are simply little human beings, and they should learn to communicate in the way adults do. I saw no need to simplify my vocabulary, speak loudly, or change the pitch of my voice, because I felt these types of behavior might make my children feel inferior or lack confidence in their ability to communicate. I think the same principle holds true for students and was surprised to find ESL teachers employing these typical child-rearing methods with their students.

I expected my students to be able to communicate on a level that would help them learn in their adult basic education classes without feeling inferior to the native English speaking students and teacher. Therefore all classroom conversation was carried on in a normal tone of voice, and everyone was expected to actively participate in discussions. Students learned the conventions of questions and response in discussions and in the end became confident in their ability to communicate an idea and understand someone else's idea, because the teacher and their fellow students expected it.

Even though I found the ESL students to be a highly self motivated group of individuals, it was still extremely important to use the principles of positive

thinking to keep students going. The students quickly found that they were in a much different classroom situation that they had grown accustomed to in other ESL courses. They were required to read material which was at or close to their frustration level. They were required to speak and to respond to as many as ten or fifteen different questions aimed at clarifying their idea. They were required to write every day. They were exposed to three and one half hours of classroom activities every day and expected to complete an hour or so of homework. They were expected to read English other than the material assigned in class and be prepared to discuss what they read. They were expected to listen to and understand other students. If they did not understand another student they were expected to question in the same way I did until they did understand. These are high expectations which even the most highly motivated students can find difficult at times. I reminded each student every day that they could read and understand the material, they could write, they could speak clearly, and helped them visualized themselves as successful in the adult basic education courses they wanted to take because of what they could do in this course.

I am very proud of the students who remained through the twenty weeks of instruction. There were no grades and no credits for this course. The only rewards were

the students' own sense of accomplishment and a few words of encouragement from me and from their fellow classmates. These students' ceaseless dedication to learning was inspirational. I was reminded once again of what a selfish profession teaching is. It seems that we teachers always receive much more than we give. For me in this class, places which were before only marks on the map came alive. My students taught me about the pitfalls of my own culture which I would never have seen without the benefit of their eyes. They taught me most of all to appreciate the joy which is always the result of hard work.

Students' Perception of Need

The overwhelming response of students interested in a transitional or advanced ESL class was that they needed more exposure to the language in the safe environment of the classroom. One student from Lebanon said that he had completed three levels of ESL reading, but was still unable to read the newspaper well enough to remember details of the articles to discuss with his friends. He said that he took notes on each article and referred to the notes during conversations. He produced a neatly folded page from his pocket as evidence. His notes were well organized with information from the latest public opinion polls on the presidential race, to business reports concerning the Dow Jones averages. He confessed that his system was acceptable when his conversations were with other foreign students but was embarrassing when conversing with Americans.

Another student, a retired elementary school teacher from Korea, expressed great frustration because she was unable to read to her grandchildren. She said that her nine year old grandson's reading skills surpassed hers in some instances. She told me about a multi-volume set of fairy tales from around the world that her grandchildren have, and I could sense the importance she placed on having her grandchildren sit nearby and listen while she read. Her frustration came from her inability to infer how some of these ideas related to important issues in her grandchildren's lives. This woman's frustrations

with language go even deeper. She assumes many responsibilities for the care of her grandchildren. As a former school teacher, education is certainly a priority, but this woman's fear is that she will not be able to help the grandchildren with school work since the grandchildren's skills with the English language will surpass hers.

A student from Peru, a college graduate in business, said that she wanted to speak more clearly and to understand more spoken vocabulary. She expressed frustration in her relationship with her American in-laws. "They treat me like a child," she said, "because I do not always understand what they say and because my vocabulary is poor."

A student from India who is enrolled in a basic English class showed me his text. He expressed great difficulty with sentence combining. He felt he would fail the class because he did not understand the relationships among the words in longer sentences. He showed me a paper he had written so that I could see the kinds of sentences he had learned to write in ESL. Most of his sentences were simple sentences, and a few were compound, but I saw no evidence of the ability to subordinate ideas.

A questionnaire based on Anne Johns' "Necessary English: A Faculty Survey" was developed because student responses concerning their need were so varied. The

questionnaire focuses on student needs within the four basic categories of language: reading, writing, speaking, listening. The questionnaire was administered orally, and students were asked to rank their responses according to their personal goals in studying English.

ENGLISH SKILLS QUESTIONNAIRE

Instructions: Please number choices from 1-4, within one as most important to your personal success.

1. Of the four major skill categories, which are most important to your success:

   ----- Reading

   ----- Writing

   ----- Speaking

   ----- Listening

2. Reading - Which reading skills are most necessary?

   Reading of:

   ----- Textbooks

   ----- Examination questions (multiple choice)

   ----- Examination questions (essay)

   ----- Non-textbook reading (newspapers, magazine articles, job procedures, novels, short stories)

3. Writing - Which writing skills are most necessary?

   ----- Reports

   ----- Term papers

   ----- Essay answers

   ----- Shirt summaries or analysis of author's work

4. Speaking - Which speaking skills are most essential?

   ----- Ability to participate in class discussions

   ----- Ability to formulate questions

----- Ability to organize and present an oral report

----- Ability to pronounce words clearly

5. Listening - Which listening skills are most important?

----- Ability to follow spoken instructions

----- Ability to comprehend and restate orally presented material

----- Ability to understand and take good notes on lectures

----- Ability to understand student talk

In addition to the above five questions, students were asked what they hoped to achieve with their knowledge of English. That is, did they seek employment which requires a GED or high school diploma, employment which requires a two year degree, employment which requires a four year degree or more, or something else. The response to this question was mixed, however most were pursuing careers which required a two year degree, a four year degree or more. Students were also asked what kind of reading they did for fun, and did they write in English other than as a classroom requirement. No one said that he/she wrote in English other than for classroom assignment. Students were taken aback by the idea of reading in English for fun, but most responded that daily newspaper or a variety of popular magazines.

Follow up questions were asked about students' number one choice for each item in an attempt to arrive at what the student perceived as his/her strength or weakness in a given skill area. These questions were simple and allowed students a good deal of flexibility in responding. For example, what makes you say reading is most important to your success, etc.?

In response to question number one, most students felt that speaking was most important to their success. Follow up questions indicated that students simply wanted the fluency to make themselves understood. One student said that she didn't like looking into faces that she

knew did not understand what she was saying, yet still nodded as if they did. Students ranked reading as second most important to their success.

Students thought that non-textbook reading assignments such as, newspapers. magazines, job procedures were the most necessary reading skills. In follow up questions a large number of students expressed frustration with their lack of ability to read the daily newspaper, weekly news magazines, and other magazines of personal interest (fashion, travel, sports, home maintenance).

Most students thought that writing reports and short summaries of author's works were the most important writing skills. Although most students thought these skills were important for other course work, some saw them as job related skills. No student said he did any writing in English other than for course work.

Most students thought the most essential speaking skill was the ability to pronounce words clearly. Again, as in their response to question number one, students simply want to be understood.

Most students thought the ability to understand and take good notes on lectures was the most important listening skill. Students indicated in follow up questions that this skill too was important for other course work. It is interesting to note that no one thought it was important to understand other students,

and a large number of students thought it was important to be able to follow spoken instructions. Those students who indicated that following spoken instructions was important related their response to getting from one place to another. One student referred to a doctors's instructions about medication prescribed for the student's child. Follow up questions also indicated that few students understood the concept of active listening. Some students who seemed to understand this concept indicated that they were not comfortable enough with their speaking skills to formulate the questions necessary to practice active listening.

Professionals' Perception of Need

To assess the professionals perception of need, I conducted personal interviews with ESL, ABE, and GED teachers, observed teachers and students in ESL and ABE classrooms, and surveyed the current literature.

I conducted each personal interview with three fairly open ended questions: Do you think there is a need for an ESL transitional class to help students who have completed three levels of ESL, or its equivalent, prepare for the ABE or GED classroom? What do you think students need to be successful in the ABE or GED classroom that they might not be getting now? If you were to teach a transitional ESL course, what are the most important things you would include?

All of the fifteen professionals I interviewed said they thought there was a definite need for a transitional class. One ABE teacher cited listening problems in the regular classroom as support for her answer. She said that teachers in the ABE classrooms may speak quicker than the ESL teacher and not enunciate as clearly. She felt that by the time a student coming from an ESL classroom adjusted to the quicker rate of speech and different enunciation, the student might be two or more weeks behind the class. She also felt that in classes where student discussion is important the ESL student was at a great disadvantage not only because of speed but also because of the variety of idiomatic expressions used and the general cultural background. She concluded that

the one most important item in the curriculum would be an activity which promoted listening for comprehension, and suggested readings and lectures with comprehension checks to follow.

I interviewed two ABE teachers who work in college writing labs and several writing lab tutors. All of these professionals said that grammar should not be taught in the transitional class. They felt that students at this level knew grammar much better than many native English speaking people in basic English courses. "They know grammar" one teacher said, "so you can use grammar as a tool to explain writing problems without the hassle of teaching grammatical terms."

The writing professionals agreed that ESL students tend to write mostly simple sentences, and display few skills in the ability to subordinate. To advance beyond the ESL classroom in writing skills, the teachers and tutors suggested practice with the basic sentence patterns. "Don't talk to them in terms of subject, verb, object," one college Developmental English teacher told me. "Talk to them about how an idea is expressed within a given pattern, and make them practice the pattern by expressing something that is important. The sentences students write should not just be considered sentences. Make sure they know that they are practicing, and idea communication they're working within a code that readers recognize.

Several teachers said that ESL students lacked the skills to write an organized paragraph (one which begins with a topic sentence or main idea and develops support for that idea). Teachers thought this was a critical problem, especially in courses where essay test questions are required.

All teachers agreed that increased reading speed and improved comprehension were necessarily for ESL students to be successful in ABE/GED classrooms. Reading assignments in most ABE/GED classrooms were much longer. One assignment for a single class might include reading up to forty pages. Few ESL students beginning an ABE/GED class, according to the teachers, could remember this amount of reading without checking the dictionary for definitions of unfamiliar words and spending long hours writing detailed summaries.

Some professionals felt that vocabulary, word recognition, is important in increasing reading speed and improving comprehension. Few ABE teachers spend time on prereading vocabulary. One professional suggested teaching students a prereading vocabulary exercise that hey could use to help them improve their own speed and comprehension. It was suggested that for those students who come to a stop when they do not recognize a word, practice a ten minute new vocabulary skimming exercise before they attempt to read a text all the way through. In the exercise, students skim the text looking for words

they do not understand. The student notes the word and looks up its meaning before he begins reading. If the student times the exercise so that he does not have time to look up every word in a text he does not understand, he will learn some vocabulary and avoid breaks and losses in comprehension while he attempts to read text all the way through.

Both the REAP (read, encode, annotate and ponder) and the SQ3R methods (survey, question, read, recite, review) were mentioned as possible approaches to the reading program.

I visited one ESL 3 speaking class and came away with the impression that the students weren't speaking. The teacher gave the students information about a subject they might want to talk about without giving the students an opportunity to speak. That is not to say that the students I observed were speechless. Students made short comments about the subject which, unfortunately, the teacher accepted without questioning for more information. In this particular classroom, there was no exchange of ideas among the students.

ABE teachers who have ESL students in their classrooms felt that the students were shy and that when the students did speak they often spoke in generalities. One teacher said it was difficult for ESL students to participate in class discussions because other students often could not understand the ESL student's

pronunciation. One graduate school professor said of the Chinese students in his classroom that he could understand very little of what the student said in an oral report. He said he listened carefully until he had enough information to comment on, and that he rarely questioned these students on points of clarification.

PRE-TEST INDICATION OF NEED

Three pretests were used to assess students' needs in writing and reading. The "Test of Ability to Subordinate" and student writing were used to assess students' needs in writing. Reading passages followed by knowledge based questions were used to assess reading needs.

The "Test of Ability to Subordinate" is a diagnostic test of ability to subordinate in writing for intermediate and advanced ESL students produced by David M. Davidson and published by Linc Corporation. "Based on sentence-generating principles of transformational grammar, test items are presented in the form of pairs or triads of kernel or core sentences which students are asked to combine into one sentence by filling in missing words in a given sentence frame. Each item is designed to elicit one of the nine structures of subordination being tested. The test consists of 45 items--each carrying a score of one point--with five items representing each of the nine structures" (Davidson, p 1).

The average test score for the ESL transition students was 29. Class priorities were based on six or more incorrect responses to an item and were ranked as follows: gerund phrase infinitive phrase, participial phrase, noun clause, adjective clause, adverbs, relative clauses, adverbial clauses, and prepositional phrases.

Student writing reflected the same subordination problems and some others. In general, students were unable to write more than 1 to 1.5 pages. They displayed

little ability to paragraph, or organize consistently around a specific topic. Sentences were not varied. Most sentences were simple sentences.

Students were given two reading passages written at a sixth grade reading level to read and answer 10 comprehension questions as a pretest. The average score on each of the ten question pretests was 5.5.

I also conducted an informal assessment of students ability to communicate verbally. This assessment was conducted as an informal conversation on an individual basis. I found that students lacked confidence in their ability to speak. Many seemed threatened by questions which asked for clarification or more detailed information. Many students spoke so softly that hearing was difficult. Very few students made eye contact, and two students used pen and paper to help convey their thoughts.

SELECTION OF MATERIALS

Materials selection for the ESL Transition class was a difficult process. A wide variety of ESL, GED, and PreGED texts were reviewed order to ascertain the competencies expected at the various levels. A complete list of the texts reviewed can be found under "Bibliography of Texts." Since the course was to be intensive, 3.5 hours per day for twenty weeks, I felt that I needed material that would engage students in acquiring language rather than learning it.

I was not satisfied with a good deal of the current ESL material I reviewed because the material emphasized language "learning" as opposed to language "acquisition." Many of the texts used a grammatical base to emphasize speaking, listening and writing competencies. Lessons often focussed on one or two grammatical rules and then used a workbook format for drill and practice. I felt this method would further develop the monitor and hinder the significant increase in real communication that these students needed to be successful in ABE classrooms.

Certainly the work book exercises are aimed at improving skills which need constant reinforcement, and I used exercises from a variety of texts on specific problems of individual students. However, I believe a broad exposure to the language and culture and a positive attitude toward the importance of each individual communicating his/her idea as clearly as possible will prepare students quickly and efficiently for the

communication problems they will face in ABE classrooms.

I used Retold American Classics, Volumes 1 and 2, and Retold World Classic which are published by The Perfection Form Company of Logan, Iowa. These books are collections of adapted short stories. They maintain the author's style and the excitement and joy of the originals, yet split up the long sentences and paragraphs. In addition, word lists are printed at the beginning of each story. Although the teacher's manual which accompanies each volume is oriented toward understanding literature and not intended for ESL use, the prereading, vocabulary, and comprehension sections are most useful. Simply because of the nature of a classic (the ideas appeal to the human experience in general), each story presented a wealth of topics for discussion.

The issues presented in these stories seemed to rise above the differences in language. Students were eager for each new story and thoroughly enjoyed the discussions and lessons with each. These books provided the necessary ingredient for the teacher and students to learn and have fun at the same time, and there is no more ideal classroom situation.

I also selected Tortilla Flat by John Steinbeck as a novel for the class to read and discuss. The idyllic nature of the novel seemed appropriate in understanding the sense of idealism that our culture is based on. The

characters in the novel, although they were quite different from any of us, each represented character traits that somehow are part of us, so I thought students would easily identify with them. I chose a novel because I thought it would be a milestone for students to read a novel in English and indeed it was. The novel was used as a culminating activity in the reading curriculum. I knew the reading level was difficult for the students, but I had emphasized the importance of abandoning word-by-word reading habits throughout the course. The length of assignments in the novel prohibited word by word reading.

In the end, I think students came away with the awareness that they could read and understand difficult material without knowing the meaning of every word. It was a most enjoyable experience teaching this novel and I would highly recommend it for use as a final project in a similar course.

Retold Classics were used throughout the class. Other materials included Cobblestone magazine, newspapers, current magazines, current events of interest and wide variety of fiction and nonfiction texts chosen by students as outside reading. Many teacher generated materials, which can be seen in the selected lessons chapters, were used especially in writing curriculum.

I had a great deal of success using Fox in Sox by Dr. Seuss in the speaking curriculum. Students enjoyed

reading the tongue twisters aloud, and listening to the rhythm of the language. I also found this particular book to be quite helpful in helping students understand prepositions.

POST-TEST RESULTS

The "Test of Ability to Subordinate" was given as a post-test after nineteen weeks of instruction. The average test score improved from 29 to 38. While the scores indicate a dramatic improvement it should be understood that five students whose scores were among the lowest on the pretest dropped the class after a few weeks.

The improved ability to subordinate was evident in posttest writing samples. Writing in general was greatly improved. Student wrote an average of three pages and no students demonstrated any difficulty in writing the standard five paragraph essay. Student posttest writing demonstrated an ability to use a variety of sentence patterns, improved vocabulary, and specific detail to support generalizations.

The reading posttest consisted of one short story written at the sixth grade reading level ("The Bet" by Anton Chekhov). The average score on a ten question knowledge based assessment was nine.

Students were also asked to produce a written summary of the story and a statement indicating what they thought the main idea of the story was. All summaries contained the main points of the narrative. Although the main idea statements varied, all were defendable and many students offered several sentences of support for their interpretation of the main idea.

Selected Lessons

Reading

Generally speaking, a reader attempts to decode symbolic written language for the purpose of comprehending a message the author is trying to convey. This, however, is not the primary motivating factor present in the early level ESL student, because the early level ESL student has not developed the fluency and confidence that is realized through long-term study and exposure to the language. For these ESL students, the primary goal of reading is to incorporate new linguistic or structural data and semantic, word meaning, information that will help them become more effective English communicators. These students approach a reading passage armed with a dictionary, for translation and often look up every unfamiliar word. Some students approach a reading with a grammar book as a guide to the syntactic direction of sentences to translate word order and word relationships into meaning. These students sacrifice the abilities to understand main ideas and make inferences, the higher level of reading comprehension, for linguistic knowledge.

It is difficult for these students to abandon their letter-by-letter and word-by-word approach to reading for fear of missing crucial information. Yet in order to advance to an ABE classroom, the student must be able to read more quickly so that he/she can acquire a holistic concept of what the author is saying. Part of the problem for these students is that they do not feel secure enough in their English knowledge to make the subjective judgements necessary to separate the essential from the extraneous material.

Unfortunately, when students rely frequently on the dictionary for translation, they cannot truly interact with a text. That is they cannot attach the meaning of a story or article. Instead they are controlled or manipulated by a text and miss the identification with the characters and the plot that makes reading an exciting experience. They miss the human emotion and nuances of meaning which are essential to the comprehension and enjoyment of a story or article. For these students the reading process becomes a tedious and psychologically draining chore akin to translation.

Since the students in the ESL Transition class have advanced through three levels of ESL study, or its equivalent, it is safe to assume that they have acquired sufficient knowledge of English to make subjective judgements separating essential from extraneous material. Therefore the primary reading goal of the ESL transition class is to bridge the gap between the word-by-word approach to reading and truly interacting with a text.

The student who takes the word-by-word approach to reading, the student armed with the dictionary, demonstrates characteristics of language Learning. That is, he is focussed on the structure of the language as a means of going competence. In the ESL Transition class, we will focus on the learner rather than the text in an attempt to recreate some of the characteristics of language acquisition. What are the learner's experiences? What attitudes has the learner developed because of his experiences? How do the experiences

and attitudes the learner has acquired by virtue of the fact that he/she is a living breathing human being relate to the experiences and attitudes expressed in the reading material and with those expressed by others in the class?

The following reading lessons have been selected from a large number of lessons which were designed to help students understand the human emotion and nuances of meaning essential to comprehension of a story or article. To achieve this goal, students were required to read non class related material for 15 minutes each day. Classes were often opened with the question," What did you read yesterday?". The early lessons used the teacher dependent attitude exhibited by most ESL students. Gradually students learned how to use the small group to enrich the meaning they derived from stories or articles. The reading lessons culminated with a largely independent reading of a novel, Tortilla Flat by John Steinbeck. The above ideas as well as those expressed in the rationale are the foundation for the following lessons.

whatever comes to mind without attention to spelling, punctuation or grammar. The purpose of freewriting is to get your idea on paper. Overpower the frail human body. d) A person's imagination is vital to his or her survival. e) Animal instinct can be superior to human instinct.

4. Ask students to freewrite for 5 minutes about each idea. Freewriting should say how the idea applies to the story and give an example from the students' knowledge and experience concerning the idea.
5. Discuss students' ideas as a class. Ensure total participation and encourage students to question for details. Model the questioning strategies if students have difficulty.

Materials: "It Happened Like This" (Lesson 6, Attachment 1).

Evaluation: Student responses to knowledge based multiple choice questions. Use of detail in verbal summaries, freewriting and class discussion.

Assignment: Imagine that the dying man could write a short message before he died. Write his message.

THE STORY SPIRITS

Once, long ago--was it in Vietnam or was it in Kampuchea or was it in Korea?-- I'm not sure, but I do know that in a certain village there lived a husband and wife. They had one child, a boy, who was so fond of stories that he liked hearing them told even better than eating his dinner.

His father and mother made sure that, every evening there should always be some neighbor who would come in and tell him a story. Many of these stories were usually about fox spirits or tigers (who were bad) and dragons or heavenly fairies (who were good). Most of these old tales were told at bedtime by a certain old man who often did work about the house and who knew a great many of the old stories.

Of course, this boy sometimes played with other children, and they got to know about what happened every evening. They naturally wanted him to tell them the stories. But, beg as they would, the boy never took the trouble to tell them even a single one.

On the wall in one corner of the room in which this boy slept, there was a nail, and on the nail hung an old leather bag. The mouth of this bag was tightly bound with string. It hung there year after year, quite forgotten.

But every time a new story was told in that room, the spirits from the story had to go in to the bag, and because the boy would never pass on the stories to anybody, the unfortunate story spirits could never get out.

As you can guess, the bag got terribly full, so that the story spirits had no room to breathe or move. There they had to stay, and the bad spirits -- such as magic centipedes, foxes and worst, the talking tiger got more and more angry.

After a time the boy's parents died, but the faithful old man who had always worked about the house went on looking after him, and even when the boy was nearly grown up this kind old man used to tell him a new story nearly every night. Well, the time came when the lad was old enough to be married, and now, as he had no father or mother, it was a certain uncle's job to find a wife for him.

This uncle was rich, so he managed to arrange a very fine marriage. He chose the pretty daughter of a well-off family who lived in the next valley.

On the morning before the day fixed for the wedding, the faithful old man was busy in a little cubbyhole just outside the bridegroom's old room. This was where the door to the heating-stove was, and the old man was stoking the stove to make the room nice and warm. To his astonishment he heard a whispering and talking. The old

man stopped moving the logs, stood very still, and listened.
"So he's going to be married?" said a discontented voice.
"Yes. A splendid wedding it's going to be"
"He's going to have all the fun, but we've been cramped up in the dark here -- and some of us half dead -- all these years."
"It isn't fair"
"We've put up with it too long. It's time we had our revenge. That's what I think".

Then there was a murmuring, as if a lot of creatures were all speaking and grumbling at the same time. But what creatures? The old man was puzzled, so, without making a sound, he crept out and went round outside the house to where there was a window from which he hoped he could see into the room.

Now in the old days, in that part of the world, windows used to be made of paper instead of glass, so that it was difficult to see into a room from outside, but the old man remembered that in one place there was a small hole in the paper of one of the windows. The hole was high up but he stood on tiptoe and put his eye to it.

The odd thing was that there was nobody in the room. All the same the voices went on, and it seemed to him that they came from one corner. Then he noticed that the old leather bag was swaying on its nail, and its sides were moving, for all the world as if there was something alive inside. He listened again.

"He'll be sure to ride on horseback to the bride's house."

"Yes, it's quite long way."

There was no doubt about it. The voices were coming from inside the old leather bag.

"On a ride like that he's sure to get thirsty. I'll be a well by the roadside and it shall have a drinking-gourd floating all ready on it. If he drinks he'll feel very ill. I'll see to that!" Then there was a laugh.

"A good idea," said another voice. "Just in case he doesn't drink, I'll be a field of delicious strawberries, a little farther on. If he eats even one strawberries it'll be the worse for him!"

Then a squeaky voice said, "I've been here longer than most of you. I want to be revenged too. In case he doesn't drink or eat strawberries, I've thought of another idea."

"What's that?"

"Well, maybe you young stories don't know, but I'm a very old story, and I know that when a bridegroom get's to the bride's house, people always put a big sack of rice husks on the ground -- just to make it easy for him to get down from his horse. I'll turn myself into a red-hot poker and hide in the sack. There will be such a hullabaloo when his foot gets burned!"

"I'm the oldest story of all," said a deep bass

voice. I'm going to be a snake and I'm going to hide under the mat in the bride's room. I shan't do her any harm, but as for him! If you all fail, then I shall come out when anyone is asleep and bite him."

Then all the voices called out, "Agreed." The bag stopped swaying on its nail and there was silence.

The old man was dreadfully shocked at what he had heard. But of course it was only to be expected that all the fierce story spirits would be angry. The good spirits hadn't spoken up at all-- and as for those fox and centipede spirits and the tigers -- you could hardly blame them, for the boy had behaved very badly in not letting them out by re-telling the stories to anyone.

The old man went off and sat on the mountainside to think. But the more he thought the more it seemed to him that the danger was real, and also that it would be difficult to do anything to protect the young man. He shook his head as he thought about it. The young man never would let the poor things out! He never would tell so much as a single story! No, no however much he was asked. "But what's to be done?" thought the old man. "I daren't tell him, and as for his rich uncle, he never believes a word I say! But if I was to interfere with that old leather bag, it might be worse still. Goodness knows what those story spirits mightn't do!" In the end, the old man resolved to say nothing.

Next morning the wedding procession was made ready. There were attendants on foot, and a splendid saddle-horse for the bridegroom, and a horse with red tassels for his uncle. There was a groom to lead each horse. Everyone was dressed in his best clothes.

"Let me lead the young master's horse," begged the old man.

"No, no," said the rich uncle, "you'd better stay at home here and mind the house, and then you can have everything ready when we bring back the bride."

However the old man begged so hard that at last the uncle gave way and off they went. First came the bridegroom at the head of the procession, then a lot of attendants who carried a crimson palanquin ready for the bride, then right at the end of the procession at this rate we shall all be quite hot and breathless before we get to the bride's house.

After they had gone about half a mile, the bridegroom said to the old fellow, "Just stop for a moment. I feel thirsty and I can see a nice well full of clear water. It even has a gourd cup floating ready on it. Just fetch me a drink!"

But the old man shook his head and answered, "No sir! We shall be late if we stop," and with that he lugged at the horse's bridle and hurried on the faster.

So now the old man had got the young man past the first danger.

But one on the attendants had heard what was said

and passed word back to the uncle. Before long the young man said, "Look at that splendid field of strawberries. how ripe and juicy they look! Just pick me a few, will you? I'm still thirsty."

"No sir!" said the old man, hurrying on the faster. "They'd be bad for you! you're sure to get much better strawberries at the bride's house."

Again word passed back to the uncle. This time he rode forward, pushing past the rest of the procession.

"How dare you disobey the young master like this! You wouldn't let him have water, and now you wouldn't even let him have a strawberry. There's no time to punish you now, but I shan't forget. After the wedding I shall see to it, you stupid old man!"

But the old man wouldn't stop, so that by this time they were past the strawberries. So the second danger had been overcome.

At last they got to the bride's house. More guests than the house would hold had been invited and splendid preparations had been made. A great feast was ready and the whole garden had been covered with a tent. This was not just to keep out the rain, but so that if any bad-luck bird should happen to fly over while the wedding ceremony was going on, its shadow wouldn't fall on the bride and bridegroom.

In front of the door of this large tent stood attendants and, when they saw the procession coming along, two of them ran out, as was the custom with a sack of rice husks to make it easy for the bridegroom to get down from his horse. But to the astonishment of the bride's father and the hole wedding party, the shabby old man who was leading the bridegroom's horse snatched the sack of husks away. He did this in such a hurry, just as the bridegroom was dismounting, that the young man lost his balance and fell.

Everyone was surprised that the shabby old man should do such an ill-natured thing. As for the uncle, he was furious at what seemed to him a third piece of malice. He said nothing, but vowed to himself that, when they got home, no punishment would be too hard for the ill-natured and ill-mannered old fellow. However, this was no time for scolding.

The bridegroom picked himself up and his wedding robes were dusted. Then the bride's father led them all into the tent. Here everything was ready for the wedding ceremony. In the middle stood a carved table, and on it were a cock and a hen, each dressed up in such splendidly embroidered clothes that you could hardly see what they were. Both birds had been tied to a wine cup, one by a red thread and the other by a green one. Beyond this table was a beautifully decorated screen painted with pictures of luck-bringing dragons, and on another table beside that stood a wooden duck.

The bridegroom took his place on the eastern side of

the middle table and waited there. Presently, from behind the decorated screen and from the western side, the splendidly dressed, pretty young bride came in, with two girls as her attendants. Bride and bridegroom bowed to one another and the wedding ceremony began. It ended with the two of them taking a sip from the wine cup to which the cock and hen were tied. When the whole ceremony was over, the bride and her attendants went back to her room and the bride's father led the bridegroom to the main room of the house.

Now it was time for all the relations and guests to visit the bride and bridegroom in turn. In each room there was a big table loaded with delicious food and plenty of wine. Everyone was happy, except of course the bridegroom's poor worried old friend. He knew that there was yet more danger!

Finally, late at night, all the guests went home or lay down, or went to bed in the house, and at last, the newly married couple were left alone. They should have been able, now that the long day of crowding, feasting and joking was over, to have a little peace and get better acquainted for, according to custom, they had so far hardly had a chance to speak to each other.

But not a bit of it! No sooner were they alone than there were loud knockings at the door. When the bridegroom opened it, who should rush in but his old neighbor with a drawn sword in his hand. The old man took no notice when the poor little bride screamed in fright, but, still holding the sword, turned back the mat that covered the floor. There sure enough, coiled a snake. Then with tremendous blows of the sword, the old man cut the poisonous creature to pieces.

All this made such a commotion that it awakened everyone in the house and they all came crowding in. The bridegroom's uncle, the bride's father and all the rest wanted to know what was the matter.

Then, at last, the poor old man knew that it was safe to explain his strange behavior. Leaning on the sword, he told of how he had overhead the story spirits planning revenge, and about the poisoned well and the strawberries. They could hardly believe the tale, so when he told about the sack of rice husks a servant was sent to fetch it. Sure enough, there was the poker! It was cold now, but all round it the rice husks were blackened and half burnt. Last of all, the old man showed them the pieces of the snake.

Then the uncle begged the old man's pardon and immediately gave him a reward, promising him much more when they got home. As for the young bridegroom, he too thanked his old friend from the bottom of his heart.

"I am to blame!" he said. "But from now on I will tell stories to all who ask for them." Then he turned to his bride and comforted her, saying, "If we are blessed with children, I shall tell them a story every night! I

shall tell them this story especially, so that no story spirits shall ever again suffer from being crowded up in an old leather bag.

What do you think?

The following statements are all about stories-- who tells them.

Decide which statements you agree with or disagree with and state the reasons for your decision in three or four sentences.

1. What do you think is the main idea of this story?
2. Stories should be shared and passed on.
3. Stories are a waste of time because they aren't true.
4. Parents should tell their children stories.
5. A story can only be a proper story if it's written down.
6. Stories are about things that didn't ever happen but they can be true.
7. Stories belong to everyone.

Lesson 2 Reading

Objectives:

1. As a pre-reading exercise, for students to demonstrate an understanding of conflicts featured in Edgar Allen Poe's "The Black Cat" by describing experiences based on similar conflicts in his/her own life.
2. For students to demonstrate an understanding of ten vocabulary words by showing which word belongs in each of ten sentences.

Activities:

1. Students answer sets of questions about three conflicts which arise in "The Black Cat". Student responses should be made in freewriting form in activity journal as preparation for small group discussion. Question 1 concerns guilt and its effects on behavior. Question 2 concerns the effects of alcohol or drug abuse. Question 3 concerns the idea of perverseness. (See Lesson 2, attachment 1) Allow 5 minutes per question.
2. Explain small group process. Each student will talk about his/her response to the questions. While you listen to a response, think of questions you would like to ask to get more details, more specific information, or a clearer idea about the response. Ask your questions when the person has finished talking. Appoint a group leader to keep

notes on the discussion so they can present a summary of the discussion to the whole class upon conclusion of small group activity. (eves drop on groups - model questioning strategies where necessary) Allow as much time as needed

3. Group leaders present summaries. Question leader to model effective questioning strategies.
4. Explain directions to assignment and practice the pronunciation of each vocabulary word.

Materials: "The Black Cat" prereading questions (Lesson 2, Attachment 1)
"The Black Cat" prereading vocabulary (Lesson 2, Attachment 2)

Evaluation: Student participation in small group, ability to formulate an idea and express it clearly, ability to ask questions that seek the specific.

Assignment: Prereading vocabulary. (Lesson 2, Attachment 2)

Lesson 2, Attachment 1
"The Black Cat"

1. The narrator of "The Black Cat" does something that haunts him. Sometimes people do or say things that they later regret. Remember a time when you felt unhappy about something you did or said. Now answer these questions about your experience.
   a. Why did you do or say what you did?
   b. What made you regret your actions later?
   c. How did you handle your feeling of regret? What changes occurred as a result of your feelings?
2. The narrator of "The Black Cat" has an alcohol problem. The problem makes his life tragic and hurts those around him. Think of some cases of alcohol or drug abuse you know about. Now answer these questions.
   a. How can abuse of alcohol or drugs affect a user's life?
   b. How can abuse of alcohol or drugs affect the lives of others?
   c. What do you think can be done to help a person with an alcohol or drug problem?
3. The narrator of "the Black Cat" is influenced by the spirit of perverseness. That is, he does things that are wrong just because they are wrong. Recall a time that you, or someone you know, did something that was wrong knowing full well that what you were doing was wrong. Now answer these questions.
   a. How did you feel when you were doing the wrong thing?
   b. Did you feel differently afterwords? Explain.

c. Do you think perversity is part of human nature? Explain.

Lesson 2, Attachment 2
"The Black Cat" Prereading Vocabulary

SPOTLIGHT ON VOCABULARY

Study the words and meanings shown in the box. Then complete each sentence below by writing the correct word on the line.

atrocity - cruel crime or act	neglected - failed to care for
deliberately - on purpose	perverseness - stubbornly turning from what is good
despair - hopelessness	remorse - deep regret
disposition - one's nature	torment - torture
irritable - easily bothered	unburden - relieve

1. Juan liked to _____ his brothers by calling them names and chasing them.
2. Smoking after the doctor had told her to quit shows the _____ in Mary's nature.
3. Nancy's soothing _____ helps her comfort cancer victims.
4. The thief showed no sign of guilt or _____ for robbing those poor people.
5. Because Mike had no sleep last night, he has been _____ all jumpy all day.
6. Manuel took a long walk, hoping to _____ his mind after the test.
7. Louise gave up hope and fell into _____ when the third attempt to save the trapped miners failed.

Lesson 3, Reading

Objectives:

1. For students to demonstrate their understanding of ten vocabulary words so that they know the meaning of these words while reading "The Black Cat".
2. For students to follow the text of "the Black Cat" as it is being read aloud so they can participate in a discussion about the story's ideas, and so they can begin to increase their reading speed without being dependent on a dictionary.
3. To question students as the story is being read so they can begin to understand the self questioning necessary to become a mature reader.
4. For students to demonstrate their understanding of "The Black Cat" by correctly answering ten multiple-choice questions.
5. For students to practice free writing about the main ideas of "The Black Cat" so they can participate in a discussion of the story.

Activities:

1. Ask individual students to read a sentence with the correct vocabulary word. Correct pronunciation. Ask students to use vocabulary word in a sentence of their own.

2. Read "The Black Cat" aloud. Make sure students follow the text. Tell them to use their pencils to mark important passages or words they do not understand.
3. Stop at the end of a page or so and ask students to summarized what has happened. Ask for opinion about the characters and events. Questions so that students must give specifics in their responses. Do not accept silence or "I don't know" responses. Rephrase question until some response is given and then formulate a question on that response. Ask several students to guess what will happen next. (Allow approximately one hour to read the story this way).
4. Hand-out "It Happened Like This". Give students 10-15 minutes to answer the questions without using texts. Check responses by asking individual students to read one item aloud.
5. Write the following main ideas from the story on the board: a) Guilt may not keep a person from committing a crime. b) Alcoholism can lead to uncontrollable violence. c) Perverseness is a powerful negative force. d) Superstition can

influence the way people behave. e) Guilty people long for understanding and forgiveness.

6. Ask students to freewrite for 5 minutes about each idea. Free writing should say how the idea applies to the story and how it applies to experiences in his or her life.
7. Divide students into a small groups (no more than 5 per group). Emphasize English only in groups and proceed according to Lesson 2, Reading, Activity 2.

Materials: "It Happened Like This" (Lesson 3, Attachment 1).

Evaluations: Students' responses to vocabulary exercise. Students' ability to summarized short passages verbally. Students' willingness and ability to make guesses about what will happen next. Students' participation in small groups, ability to formulate an idea and express it clearly, ability to ask questions that seek the specific.

Assignment: Write three diary entries you think the narrator's wife could have written about life with her husband.

Lesson 3, Attachment 1

It Happened Like This

Write the letter of the best answer on the line.

_____ 1. The narrator tells his story from

a. an insane asylum.
b. prison.
c. a secret hideout.

_____ 2. As a child, the narrator

a. spent most of his time with his schoolmates.
b. did not like animals.
c. had a kind and obedient nature.

_____ 3. The narrator says that he changed for the worse because

a. his wife nagged him
b. he drank too much
c. he was going insane

_____ 4. The narrator blames Pluto's hanging on

a. his wife's fear.
b. the spirit of perverseness.
c. the animal's uselessness.

_____ 5. After the narrator hangs Pluto,

a. his wife tries to leave him.
b. he stops drinking.
c. his house burns down.

_____ 6. When he sees the image of the cat in the plaster, the narrator

a. looks for a natural cause.
b. begins to hate the second cat.
c. has his first feelings of guilt.

_____ 7. One likeness between Pluto and the second cat is that

a. both cats try to kill their owner.
b. each cat has only one eye.
c. the cats never seem to sleep.

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_____ 8. The splotch of white on the breast of the second cat

a. turns into the shape of a ghost.
b. grows until the black cat turns white.
c. looks like a gallows.

_____ 9. The narrator kills his wife

a. while laughing.
b. on purpose.
c. in self-defense.

____ 10. The narrator's crime is discovered because

a. the cat alerts the police.
b. neighbors see the ghost of the dead wife.
c. the basement catches fire.

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Lesson 4, Reading

N.B. This lesson can be used often. Students found it so enjoyable that I used it as a substitute for break.

Objective: 1. For students to read articles of interest from newspapers and magazines so they can practice verbal summaries and questioning strategies.

Activities: 1. Explain to students that some families sit around the breakfast table or the living room on Sunday mornings and read the newspaper as a group activity. One person who is reading the sports page might interrupt the others. "Listen to this," he might say, and interrupt. He might read a paragraph or so from the article, or summarize the article and say why it's important. This type or activity exposes the family or group to the whole newspaper and to a variety of opinions. Emphasize that this is not a silent reading activity. People are to read and share what is of interest to them as well as question others to find out why a certain article was of interest to them.

2. Have available as many different newspapers as possible from the same date. Know your students so you can make available at least one current magazine of interest to each

student.

3. Make the atmosphere informal. Encourage students to have coffee or snacks. Allow students to move their desks. Do not stack the reading material in one place. Spread it all over the room so students must read to select.
4. Model the appropriate behavior and encourage total participation.

Materials: Newspapers and magazines.

Evaluation: Student participation.

Lesson 5, Reading

Objectives:

1. Prereading - For students to demonstrate an understanding of the main character's central conflict in "To Build a Fire" by analyzing a similar situation and predicting what is necessary to survive it.
2. For students to demonstrate an understanding of ten vocabulary words by showing which word belongs in each of ten sentences.
3. For students to follow the first half of the text of "To Build a Fire" as it is being read aloud so they can understand the story's ideas.
4. To question students as the story is being read so they can begin to understand than self-questioning necessary to become a mature reader.

Activities:

1. Tell students that the man in "To Build a Fire" must face freezing cold weather, a danger which he had never before imagined. Ask students to imagine that they are in a similar position. They have begun a six hour hike through the wilderness and the temperature is at least -50° F. You can only take three items on your trip.
2. Put the following list on the board and ask

students to choose the three items they think they need most to survive: dog, hot drink, gun, extra pair of socks, face protector, axe, extra pair of mittens, heavy blanket, signal flare, matchbook, warm food.

3. Ask students to write down how each of the items they chose would save them from freezing.
4. Divide students into small groups to discuss their answers. Tell them to listen carefully to each others reasoning. As a group try to reach agreement on which three items to take.
5. Hand out "Spotlight on Vocabulary" (Lesson 5, Attachment 1). Practice the pronunciation of each word and ask students to complete sentences.
6. Ask individual students to read a sentence with the correct vocabulary word. Correct pronunciation. Ask students to use vocabulary word in a sentence of their own.
7. Read the first half of "To Build a Fire" aloud. Make sure students follow the text. Tell them to use their pencil to mark important passages or words they do not understand.
8. Stop at the end of a page or so and ask students to summarize what has happened. Ask

for opinions about the characters and events. Question so that students must give specifics in their responses. Do not accept silence or "I don't know" responses. Rephrase question until some response is given and then formulate a question on that response. Ask several students to guess what will happen next. Stop at a point of high interest.

Materials: "Spotlight on Vocabulary" (Lesson 5, Attachment 1)

Evaluation: Student participation in small group; ability to formulate an idea and express it clearly; ability to ask questions that seek the specific; ability to summarize short passages.

Assignment: Read the rest of "To Build A Fire".

Lesson 6, Attachment 1

"To Build a Fire"

SPOTLIGHT ON VOCABULARY

Study the words and meanings shown in the box. Then complete each sentence below by writing the correct word on the line.

devise - planned; designed	observant - quick to notice
expose - to uncover	subtle - hard to see or sense
foundation - base	sufficient - enough
impression - effect; mark	welfare - well-being
nucleus - center	yearned - longed for; hungered for

1. Margo _____ a way to buy a bike by collecting cans and bottles.
2. After hiking alone for a month, Art _____ for company.
3. A skilled hunter can spot _____ signs of animal life that an untrained person would miss.
4. If you _____ your bare hands to the cold, they may get frostbite.
5. The _____ driver saw at once that the car ahead would crash.
6. After seeing the basement, the architect said that the _____ of the old building was crumbling.
7. "The rich people in this city don't care about the _____ of the poor," Tony said.
8. Marsha's cheerfulness made a good _____ on her classmates.

9. The _____ of our neighborhood is the grocery store on the corner where people gather.

10. Ed had to rewrite his history paper because the teacher said he did not do _____ research on his topic.

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Lesson 6, Reading

Objectives:

1. For students to demonstrate their understanding of "To Build A Fire" by correctly answering ten multiple choice questions.
2. For students to summarized the story verbally.
3. For students to freewrite about the main ideas of "To Build a Fire" so they can participate in a discussion.

Activities:

1. Hand out- "It Happened Like This". Give students 10-15 minutes to answer the questions without using texts. Check responses by asking individual students to read one item aloud. Verify all responses in the text.
2. Ask one student to summarize the story - tell it in his/her own words. Allow the student to speak 2 or 3 minutes and then ask another student what student A left out in the part of the story he/she spoke about. Ask another student to continue the summary and repeat the above process until the story is completely summarized.
3. Write the following main ideas on the board: a) Confidence without knowledge and

skill is based on foolishness. b) A person must be aware of both the things of life and their meanings. c) The forces of nature can easily overpower the frail human body. d) A person's imagination is vital to his or her survival. e) Animal instinct can be superior to human instinct.

4. Ask students to freewrite for 5 minutes about each idea. Freewriting should say how the idea applies to the story and give an example from the students' knowledge and experience concerning the idea.
5. Discuss students' ideas as a class. Ensure total participation and encourage students to question for details. Model the questioning strategies if students have difficulty.

Materials : "It Happened Like This" (Lesson 6, Attachment 1)

Evaluation: Student responses to knowledge based multiple choice questions. Use of detail in verbal summaries, freewriting and class discussion.

Assignment: Imagine that the dying man could write a short message before he died. Write his message.

Lesson 6, Attachment 1

IT HAPPENED LIKE THIS

Write the letter of the best answer on the line.

_____ 1. For the man, Yukon winters are
a. frightening to think about.
b. a new experience.
c. an old fact of life.

_____ 2. One clue to the man's personality is that he
a. has a lively imagination.
b. does not think about the meaning of things.
c. feels inferior to all the boys at camp.

_____ 3. The man is traveling on the Yukon trail in order to
a. meet the boys at camp.
b. catch up with a man who owes him money.
c. prove he is as rugged as anyone in camp.

_____ 4. The man's dog realizes that
a. the man likes him.
b. people are useless.
c. it is too cold for traveling.

_____ 5. On his way to the fork of Henderson Creek, the man carefully
a. marks his trail as he goes.
b. listens for the howls of hungry wolves.
c. avoids pools of water under the snow.

_____ 6. The man treats his dog like a
a. good companion.
b. useful slave.
c. human equal.

_____ 7. The first fire the man lights to warm his wet feet fails because
a. the man builds it beneath a tree.
b. the dog smothers it.
c. it burns through the ice.

_____ 8. The man is unable to build another fire because he can't
a. use his numb hands.
b. light the matches in the high wind.
c. find any twigs or kindling.

_____ 9. In desperation, the man tries to
a. kill the dog.
b. shout for help.
c. bury himself under the snow.

____ 10. At the end, the man
a. is rescued by the boys from camp.
b. is saved, thanks to the old-timer's advice.
c. falls asleep and dies.

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Lesson 7, Reading

Objective:

1. For students to read about an American history topic from Cobblestone Magazine so that they can make an oral report to the class.

Activities:

1. Tell students to select a topic of interest from Cobblestone to become an expert on. Each magazine is devoted to a single topic. Students are to read the whole magazine.
2. Ask students to choose one article to read in class.
3. Students read the article without stopping. (15 -20 minutes). Call STOP at the end of the allotted time. Students close the magazine and freewrite to summarize the main points of the article. (Check students work as they freewrite). If they are having difficult, question to help them recall details.
4. When everyone has finished freewriting, allow students 5 minutes to review the article for specific details that will support their summary.
5. Give each student 5 minutes to summarize the article they read. Encourage the class to ask questions that seek the specific. Ask

some questions that will help students make inferences about modern American Society.

Materials: 3 or 4 annual sets of Cobblestone.

Evaluation: Students ability to read the article within the allotted time, ability to summarize main ideas, ability to make a clear oral report.

Assignment: Read another article and prepare an oral report in the same way we practiced. What connections can you make between the article you read today and the article you will read tonight?

Lesson 8, Reading

Objectives:

1. For students to think about and discuss the main ideas in "The Secret Life of Walter Mitty" before reading the story so they can relate their own knowledge and experience to the story.
2. For students to demonstrate an understanding of ten vocabulary words by showing which word belongs in each of ten sentences.

Activities:

1. Ask students to freewrite for 5 minutes on each of the following ideas: a) Almost everyone lives a secret life in his or her imagination. b) Imagination can influence the way people act. c) Day dreaming can act as a safety valve in daily life. d) "We are such stuff as dreams are made of."
2. Put ideas on the board one at a time. Prompt students with questions as they write. Who are you in your secret life? What kinds of things do you do? How is life different?
3. Discuss ideas as a class. Ensure total participation.
4. Hand-out vocabulary (Lesson 8, attachment 8) and allow 10 - 12 minutes for students to complete.
5. Ask individual students to read a sentence with the correct vocabulary word. Correct

pronunciation. Ask students to use vocabulary word in a sentence of their own.

Materials: Retold American Classics Vol. 2
"Spotlight" on Vocabulary (Lesson 8, attachment 1).

Assignment: Read "The Secret Life of Walter Mitty".

N.B. Discussion of this story inevitably involves the use of four forms: daydreaming, using the imagination, fantasizing, and having delusions. Students were asked to look up these terms in an unabridged dictionary, or a dictionary of psychology and to write out a complete definition. Students were then given five minutes to review their definitions. Without looking at the definitions, students were asked to freewrite to distinguish between the four terms. Students were also asked to give examples supporting their definitions. An interesting and lively discussion followed.

Lesson 9, Reading

N.B. Reading a novel in English was a major milestone for the ESL Transitional student. At the end of the novel I asked everyone to raise his/her hand who had read their first novel in English. Everyone raised his/her hand. I paused long enough to make eye contact with everyone and said, "Congratulations." The look of satisfaction and sense of accomplishment on the student's faces was to me the paycheck that all teachers really work for.

My objective was for students to read one chapter each night, but I knew the vocabulary of Tortilla Flat and Steinbeck's attempt to convey the dialect of the region would present difficulties. I felt, however, that the difficulties students would encounter in this novel were no different from the difficulties they would encounter in ABE texts. I wanted desperately for students to read without stopping at unfamiliar words and unusual sentence constructions, so I decided, at least for the first 3 or 4 chapters to make the assignment to read as much as possible in fifteen minutes without stopping.

At the beginning of class, I asked each student how many pages he/she had read. The range was from 2 1/2 to 9. I then asked the person who had read the fewest pages to summarize what they had read and continued up the range until the person who had read the most completed the summary. I think the faster readers motivated the slower readers because

each day the lower end of the range increased. When I made the same assignment to begin chapter 4, the slowest reader read 6 1/2 pages in 15 minutes while the fastest read 9. With chapters 5 and 6 students interest was piqued. No one stopped after 15 minutes. Everyone read all of chapter 5 and many read chapter 6 as well. I began to assign one chapter each night with the confidence that students were reading without stopping and beginning to realize that they did not need to know the meaning of every word to understand and enjoy the meaning of large passages.

I have included two lessons from Tortilla Flat which are indicative of the level of participation which can be expected when students have abandoned the word-by-word approach to reading.

Objective: 1. For students to summarize what they have read about characters, plot and main ideas of Tortilla Flat up to and including Chapter 7. (About 2.5 -3 hours).

Activities: 1. Write the name Danny on the board. Ask students to write down one word that comes to mind when they think of Danny. List each word on the board and ask the student what made that word come to mind. Get as many examples as possible from the story that might make the word come to mind. Note what the student says on the board beside the

word. Repeat the same process for each different word.

2. Repeat activity 1 for Pilon, Pablo, Jesus Maria, and the Pirate. Encourage students to take notes to enrich their ideas about the characters.
3. Ask students to write down the one word that comes to mind when they think of "Danny and his friends" as a group. Repeat process as in activity #1.
4. Assign each student a chapter title and ask them to freewrite a summary of the chapter using as much detail as they can remember. Call STOP after 5 minutes and ask students to write down what they think is the main idea of their chapter.
5. Ask students to give an oral summary of their chapter based on their freewriting. Encourage others to add details that they recall from the chapter being summarized. Does everyone agree that the main idea given for the chapter is correct? Are there other main ideas? Continue until all the chapters are summarized.
6. Ask students to write down what they think the main idea of the novel is so far. Put these ideas on the board and question

students for details to support their idea.

Materials: Tortilla Flat

Evaluation: Students' ability to recall specific details from the reading to support their ideas.

Assignment: Read chapter 8 of Tortilla Flat.

Lesson 10, Reading

Objective:

1. For students to discuss the changes in Danny and his friend which are evident in chapter 12, "How Danny's friends assisted the Pirate to keep a vow, and how as a reward for merit the Pirate's dogs saw a holy vision," and Chapter 13, "How Danny's Friends threw themselves to the aid of a distressed lady."
2. For students to practice their summarization skills by orally summarizing chapters 12 and 13.
3. For students to make inferences from the text of chapters 12 and 13 to the world at large.

Activities:

1. Ask one student to summarize chapter 12 aloud. When summary is finished ask others what was left out.
2. Repeat activity #1 for chapter 13.
3. Ask students to consult their notes on the main characters from the conclusion of chapter 7 and to consider this information in light of what has happened in chapters 12 and 13.
4. Freewrite for 5 minutes to answer the question, how have Danny and his friends changed? Discuss each students response.
5. Ask - What the world would be like if most

people behaved like Danny and his friends behave in chapters 12 and 13? Give examples. Freewrite your answer for 5 minutes. Discuss student responses.

Materials: Tortilla Flat

Evaluation: Students' ability to summarize and participation.

Assignment: Read chapter 14 of Tortilla Flat . Answer this question after you have read. What is the good life at your house?.

SELECTED LESSONS:

W R I T I N G

Writing is the process of arranging one's ideas into the recognizable code which readers understand. For the writer to successfully use this code, he must apply all the rules which govern grammar, punctuation, sentence patterns, paragraph form and essay form. Certainly, this is no small task, and the only way students will master it is by writing, writing, writing. Students in the ESL Transitional classroom were told on day one that they would write everyday.

This requirement was met with a fair number on moans and groans which were expected. I knew from my experience in the regular English classroom that students would not write if they lacked self-confidence in the importance of their ideas or if they were threatened by the English teacher's red pen. For students to write every day, it is absolutely essential that they are secure in the knowledge that the teacher cares about their ideas, and that they a safe place, a place not threatened by the red plan, to truly communicate. This safe place was the dialogue journal.

Students were required to write for ten minutes about the most significant thing they thought about that day. These journals were collected each week on the day before I held individual conversations. I read the students' writing and matched the length of writing. I made every attempt to model clear and concise writing by commenting on the ideas the students expressed, relating

similar experiences that I had had, or by writing about an idea that came to mind as a result of reading the student writing. For the first three weeks I used every available opportunity to praise the ideas expressed in the dialogue journals without betraying any confidences which are inherent in this activity. Sometimes I would begin class with the statement that I had been thinking about an idea expressed in someone's journal and then relate a narrative and encourage comments from others about the ideas expressed. Within three weeks, most students were writing up to a page in the dialogue journals and were confident enough to accept rewrites of sentences or whole passages which showed how an idea could be expressed more clearly.

In addition to the dialogue journal, students kept an activity journal. All classroom writing activities and assignments were kept in this journal. The activity journal was also collected weekly and corrected with the traditional red pen. We used the activity journal to practice exercises with basic sentence patterns, sentence combining and the writing process (freewriting, draft, revise, final paper). I intentionally avoided grammar lessons. Instead students focused on specific sentence patterns and duplicated these patterns in sentences of their own. In addition to the basic English sentence patterns (simple, compound, complex, and compound complex) we wrote sentences using the following patterns

to add variety to the students' writing: -ing words groups, -ed word groups, opposites, - ly openers, to openers, prepositional phrase openers, series of verbs and adjectives. We practiced combining with adjectives, adverbs, preposition phases, subjects, verbs, independent clauses, appositives, particpal phrases, adjectives clauses, adverbs clauses, and oral noun clauses. With the exception of a dozen or so sentence combining activities, all discussion of writing involved using materials generated by the students.

The relationship which develops between student and teacher when using the dialogue journal is an intimate one. Students often express very personal ideas. The teacher should be prepared to deal with students on some occasions as one human being to another rather than as student-teacher. The kind of relationship built in the dialogue journal also requires some closure. The last day of class is much like two close friends separating for an indefinite time. Allow some time to tell each student what you have learned from them and what you valued of the ideas you have shared as writers. Teachers who find it difficult to relate to students on a personal level should not use the dialogue journal.

The writing portion of this curriculum involved six weeks of sentences writing, six weeks of paragraph development, and six weeks of essay writing. The following writing lessons have been selected from the

writing curriculum to show how students progressed from the sentence to the paragraph, to the five paragraph essay.

Lesson 1, Writing

Objectives:

1. For students to demonstrate their understanding of simple and compound sentence patterns so they can write more varied and interesting sentences.
2. To introduce students to the technique of sentence combining so they can choose among the many different options for expressing a given idea.

Activities:

1. Explain -- there are four traditional sentence patterns: simple, compound, complex, and compound complex.
2. A simple sentence has a single subject -verb combination. (Mary sings). A simple sentence may have more than one verb (Mary sings and dances.) or several subjects and verbs (John, Paul, George and Ringo sing, dance and travel.).
3. Ask students to write in their activity journal: 3 sentences with a single subject and verb, 3 sentences with a single subject and verb, and 3 sentences with a double subject and a double verb. Observe students' work and ask several students to write their

sentences on the board. Ask others to comment on the sentences on the board. Is it a simple sentence? Why? Are any corrections necessary-spelling, punctuation etc.?

4. Ask everyone to write one simple sentence about a current news topic. Put these sentences on the board. Comment on each sentence individually and then on the ideas expressed collectively by the sentences.
5. Explain - a compound or "double" sentence is made up of two or more simple sentences. The two complete statements are joined by a comma and a coordinating word (and, but, for, or, so, yet). Compound sentences are used to give equal weight to two closely related ideas. The technique of showing that ideas have equal importance is called coordination. Write examples of compound sentences on the board. If possible, combine several of the student generated simple sentences to form compound sentences.
6. Explain how sentence combining works. Sentence combining is a simple

technique used to help you practice various sentence patterns. As an example, two or more sentences are given and then combined in a certain way. You are then given other sentences and asked to combine them in the same way.

7. Hand out compound sentence activity sheet. Ask students to combine the sentences in their activity journal.

Materials: Compound Sentence Activity Sheet (Lesson 1, Attachment 1).

Evaluation : Student interest. Ability to recognize subject and verb in a simple sentence. Ability to write a simple sentence. Ability to recognize a compound sentence, and combine two simple sentences to form a compound.

Assignment: In your activity journal, write five compound sentences of your own. Use a different joining word (and, but, for, or, so, yet) to connect the two complete ideas in each sentence.

COMPOUND SENTENCES
Lesson 1,
Attachment 1

Directions : Combine the following pairs of simple sentences into compound sentences. Use a comma and a logical joining word (and, but, or, for, so) to connect each pair of statements.

Example: We turned on the window fans.
The room was still hot.
We turned on the window fans, but the room was still hot.

1. My car wouldn't start.
I decided to call a tow truck.

2. I will make this Master charge payment on time.
I will never use a credit card again.

3. We had a picnic in the bright afternoon sunshine.
We walked along the moon-lit beach in the evening.

4. Most of the runners finished the race in less than three hours.
Michael crossed the finish line in three hours and twenty minutes.

5. My book has a hard cover.
Harry has the paperback edition of Tortilla Flat.

6. Christopher ate all his dinner.
His parents would not let him have dessert.

7. Many parents do not like to use disposable diapers.
They do not try to find a diaper service.

8. Bill started a second job in the evenings.
He wanted to buy an expensive engagement ring.

9. Say something interesting.
Do not say anything at all.

10. Margaret liked to cook gourmet dinners.
She did not like to wash the dishes.

11. Tracy went on a grape fruit diet.
She gained five pounds.

12. I wanted to work in the library this evening.
The library closed at 3.00 pm.

13. I missed the 8:00 am. bus.
I phoned a cab to take me to school.

Lesson 2, Writing

Objective: 1. For students to demonstrate their understanding of complex sentences so they can use them in their own writing.

Activities: 1. Explain - A complex sentence is made up of a simple sentence and a statement that begins with subordinating word.

2. Put list of subordinating words on the board. (after, although, as, as if, because, before, even, even though, if since, so that, unless, until, when , whenever, where.
wherever, which, whichever, who, whoever, while).

3. Explain - A complex sentence is used when you want to show that one idea is more important than another. Emphasizing one idea over another is called subordination.

4. Put examples on the board. (Because I forgot to add oil, my car broke down. When I finished the final exam, I was relieved that the difficult course was over.)

5. Ask students to write five complex sentences of their own. Observe students work and ask several students to write

their sentences on the board. Ask others to comment - - is the sentence a complex sentence? Why? What is the most important idea? What is the subordinate idea? What corrections should be made?

Materials: Complex Sentences Activity Sheet (Lesson 2, Attachment 1)

Evaluation: Students' ability to form complex sentences and understanding of subordination.

Assignment: Complex Sentences Activity Sheet (Lesson 2, Attachment 1)

COMPLEX SENTENCES
Lesson 2,
Attachment 1

Directions : Use logical subordinating words to combine the following pairs of simple sentences. Place a coma after a subordinating statement when it starts the sentence.

Examples : I bought a new bicycle.
I began riding every day.
When I bought a new bicycle, I began riding every day.

John cooked the steaks on the grill.
His brother set the table.
John cooked the steaks on the grill while his brother set the table.

1. The teacher made a long assignment.
The class groaned.

2. The children finish eating.
They asked to be excused from the table.

3. The baby had an ear infection.
His father decided to take her to the pediatrician.

4. I finished my homework assignment.
I checked each sentence carefully for mistakes.

5. Dad gives the baby a bath.
Mom washes the dishes.

Directions : Rewrite the following sentences, using subordination rather than coordination. Include a comma when a subordinate word group starts a sentence.

Example : The new car was not running well, so I returned it to the dealer.
Because the new car was not running well, I returned it to the dealer.

1. I gave the baby tylenol, but the fever remained high.

2. The mechanic repaired the car, so we don't have to ride the bus to school anymore.

3. I washed the dishes, and I scrubbed the kitchen floor.

4. You should go to a dentist, for your tooth ache may get worse.

5. The bird nest blew out of the tree, and eggs were broken all over the side walk.

Directions : Combine the following simple sentences into complex sentences. Omit repeated words. Use the subordinating words who, which, or that.

NOTE : WHO refers to persons
WHICH refers to things
THAT refers to persons or things

Examples: Clyde picked up a hitchhiker.
The hitchhiker was traveling around the world.
Clyde picked up a hitchhiker who was traveling around the world.

Larry is a sleepwalker.
Larry is my brother.
Larry, who is my brother, is a sleepwalker.

1. The magazine article was about abortion.
The article made me very angry.

2. The woodshed has collapsed.
I built the woodshed myself.

3. The power drill is missing.
I bought the power drill at half price.

4. Alan Thorn was indicted for bribery.
Alan Thorn is our mayor.

5. The chicken pies contain dangerous preservatives.
We ate the chicken pies.

Directions : Write eight complex sentences using, in turn the subordinating words unless, if, after, because, when, who, which, and that.

Lesson 3, Writing

Objectives:

1. For students to understand that sentences can begin with prepositional phrases so they can combine sentences using prepositional phrases and write their own sentences beginning with prepositional phrases.
2. For students to practice combining their own sentences in a variety of patterns so that they can begin to develop paragraph.

Activities:

1. Explain - we use prepositional phrases to begin our sentences in speaking all the time. Beginning some sentences with prepositional phrases in writing adds variety to our writing and helps keep readers interested in our ideas.
2. Remind students that prepositions are little words -"anywhere a ball can bounce" is a way of remembering which words are prepositions.
3. List prepositions on board as students call them out.
4. Use several prepositions to begin sentences. Write these on the board. Ask students to give sentences orally

which begin with prepositions.

5. Hand-out Prepositional Phrase Openers (Lesson 3, Attachment 1). Do the exercise in class. Put the students' sentences on the board. Ask the class to comment on the sentences.
6. Model this activity using the topic "The Ordeal of leaving the house in the morning." Tell students we want to write 20 simple sentences focussed on one moment in time. Write the twenty sentences on the board. Ask students to combine sentences that seem to go together. Discuss the various combinations.
7. Ask students to write twenty simple sentences of their own.
8. Distribute copies so that everyone has someone else's sentences and ask students to combine the sentences they have.

Materials: Lesson 3, Attachment 1.

Evaluation: Students' ability to write sentences beginning with prepositional phrases. Students' ability to write simple sentences focussed on one moment.

Assignment: Ask students to combine their twenty

sentences. Follow up with a comparison of the two combinations and a rewrite during the next class period.

PREPOSITIONAL PHRASE OPENERS

Lesson 3, Attachment 1

Use prepositional phrases to open some of your sentences. Here are some examples.

From the beginning, I disliked my boss.

After dinner, we went to a performance of "Peter Pan".

From the first day of school, I knew I would do well in English.

Prepositional phrases include words like about, above, across, among, around, at, before, behind, below, beneath, beside, between, by, during, except, for, from, in, inside, into, of, off, on, onto, out, over, pass, through, to, toward, under, with.

Directions : Combine the following sentences into one sentence. Omit repeated words. Begin each sentence with a prepositional phrase.

Example : The baby woke up.
The baby did this at 2:00 A.M.
The baby was hungry.
At 2:00 A.M., the hungry baby woke up.

1. I sat eating a doughnut.
   I did this during my work break.
   I did this under a maple tree.
   I did this with a cup of coffee in one hand.

2. My brothers and sisters and I bowled.
   We did this at the Malone Bowl.
   We did this in the winter.
   We did this on Saturday nights.

3. The middle aged man studies his bulging stomach.
   He does this with grave concern.
   He does this in the bedroom.
   He does this after doing 25 sit ups.

4. The dog barked.
   It did this late at night.
   It did this by the back door.
   It did this when a car turned around in our driveway.

5. The teacher read "The Happy Prince" by Oscar Wilde.
   He did this during English class.
   He did this for our enjoyment.

Lesson 4 Writing

Objective:

1. For students to practice freewriting so they can become comfortable with the first part of the writing process.
2. To define topic sentence so that students can develop a topic sentence as a guide for paragraph development.

Activities:

1. Explain freewriting - In freewriting you write as fast as you can for ten minutes. You don't worry about spelling, punctuation, erasing mistakes, or finding exact words. If you get stuck for words, write "I'm looking for something to say" until something comes. Do not stop writing. Free writing is like a stretching exercise - it limbers up your writing muscles and makes you familiar with the act of writing. It is a way to break through mental blocks about writing and the fear of making errors. Since you don't have to worry about making mistakes, you can concentrate on what you want to say about a subject. Your initial ideas will often become clearer after you have gotten them down on paper.

2. Give students two ten minute sessions of freewriting and a choice of topics.
3. Define topic sentence as the first sentence of a paragraph. The topic sentence should contain an opinion word which will control the selection of details in the paragraph. The topic sentence is also a promise to the reader which says: "This is what I will talk about in this paragraph. I won't talk about anything else."
4. Ask students which of the following sentences contains an opinion word. <u>The room has white walls.</u> <u>The room is cheerful.</u>
5. Explain - "cheerful" is the opinion word and if that sentence is the topic sentence, all the details of the paragraph would have something to do with "cheerful".
6. Ask students to write a topic sentence based on their freewriting and have each student write their topic sentence on the board.
7. Ask students to determine if the sentences on the board are good topic sentences. Do they have an opinion

word? What does the writer promise to tell us about? (Make sure topic sentences are not too broad.)

Materials: Students writing.

Evaluation: Ability to freewrite. Ability to develop a topic sentence.

Assignment: Write a 12 to 15 sentence paragraph based on your freewriting.

N.B. This lesson works best if repeated frequently. Allow time to read and comment on the draft paragraphs with each individual. Do this four or five times before moving on to the next step of the writing process.

Lesson 5 Writing

Objectives:

1. For students to work as a group in revising a paper so that they can understand the revision process.

Activities:

1. Explain to students that all good writing is the result of revision and that revision is much more than proofreading for grammatical errors. The purpose of revision is to make sure that our ideas are expressed as clearly as possible so that the person reading our paper understands exactly what we mean.
2. Write the following questions on the board.
   a. What is the main idea?
   b. Is the main idea clearly stated in the topic sentence?
   c. Does each sentence in the paragraph relate to the idea in the topic sentence?
   d. Do any places in the paragraph leave questions in your mind? Do you feel the need to ask the writer "how so?" What makes you say that? or for example?

e. Where can the writer use a more specific word? a more specific example?

f. What grammatical problems do you see?

3. Distribute a copy of one students' paragraph. Ask students to read the paragraph completely through and then write a detailed response to each of the six questions above.

4. Ask each student to share his/her response.

5. Revise the essay on the board using input from the students.

Materials: Student paragraphs.

Evaluation: Students ability to make changes in the paragraph.

Assignment: Follow the same process to revise one of your paragraphs.

N.B. In the next lesson copy one of the revised essays and follow the same process so that students will understand that more than one revision is often necessary to write a good piece.

Lesson 6, Writing

Objectives:

1. For students to understand strategies to achieve coherence in their paragraphs.
2. For students to practice using one of the three strategies in a paragraph.

Activities:

1. Explain - coherent paragraphs are paragraphs in which the ideas are held together firmly according to a definite plan.
   a. Chronological order is one way of arranging ideas to achieve coherence. It is telling things in the order in while they happen. Ask students to brain storm words and phrases that might be used to arrange ideas chronologically.
   b. Spatial order is another way of arranging ideas to achieve coherence. Spatial order relates to position and is used in descriptive paragraphs. A paragraph might begin by describing what is in front and then to either side or in back of. If we were to write a description of this class room, how would you use spatial order to organize your paragraph?.
   c. Order of importance is another way of

arranging ideas to achieve coherence. If you are making three points to support the idea expressed in your topic sentence, save the most important until last because it is the one the reader is most likely to remember.

2. Hand-out transitions (Lesson 6, Attachment 1).
3. Ask students to write topic sentences from last nights assignment on the board. Make sure the topic sentence is clear and then ask which of the three strategies the student might apply to develop the paragraph. Have the student verbally organize his paragraph.

Materials: Transitions (Lesson 6, Attachment 1).

Evaluation: Students' understanding of coherence in paragraph.

TRANSITIONS

Lesson 6, Attachment 1

Orderly, step-by-step thinking will result in a coherent paragraph. You can make your paragraph clear and help the reader move from one thought to another by using transitions. Use the following words and expressions to help the reader follow your thoughts.

then	therefore	consequently
later	furthermore	nevertheless
however	for example	in the meantime
besides	in addition	for this reason
after all	as a result	on the other hand

Lesson 7, Writing

Objective: 1. To introduce students to the format of the five paragraph essay so that they can begin to write essays.

Activities: 1. Explain that the five paragraph essay consists of an introduction, a body, and a conclusion. We will use the five paragraph essay to explain something or give information to a reader. In our essays we will give facts, examples, or steps in a process to develop our main idea . In the paragraph, we called the main idea the topic sentence. The main idea in an essay is called the thesis sentence.

2. The thesis sentence is like the topic sentence in that it contains an opinion word. The thesis sentence is also a promise to the reader. It promises to talk only about the idea it expresses and nothing else. The thesis sentence controls the information that goes into the essay. It is a good idea to refer to the thesis sentence often while you write. If what you are writing does not relate to the thesis sentence, it does not belong in this essay. For now, we

will place the thesis sentence as the last sentence of the introductory paragraph.

3. The introduction gets the readers attention and interests the reader in the main idea that you will develop. It is the writers' responsibility to give the reader a reason to want to read the essay.
4. The body of the essay consists of three paragraphs. This is the meat of the essay. It is where you thoroughly explain your idea and develop the examples of support.
5. The conclusion summarizes what you have said in a way that will help the reader remember your idea. It may also summarize your idea and challenge the reader to think some new thought.
6. Ask students to freewrite on one of the following topics for ten minutes: a favorite holiday, how you and a special person in your life met, a happy time you had recently, if I won the lottery.
7. Ask students to decide what is the main idea in their freewriting and to write a thesis sentence.

8. Check the thesis sentences. Put examples of good ones on the board. Question students about the thesis sentence so they can develop topic sentences for each paragraph in the body of the essay.

Evaluation: Students' ability to develop a thesis sentence from freewriting.

Assignment: Write a rough draft of a five paragraph essay.

Lesson 8, Writing

Objective: 1. For students to understand that revision is an essential part of the writing process so that they can revise an essay.

Activities: 1. Emphasize the importance of revision. All good writing is the result of revision. Do not confuse revision with proofreading for grammatical or spelling errors. The purpose of revision is to make sure that ideas are expressed as clearly as possible so that the person reading our paper understands exactly what we mean.

2. Write the following revision checklist on the board and ask students to copy.
   a. Check the structure. Is the paper a 5 paragraph essay with an introduction, body and conclusion?
   b. What is the main idea? Is it clearly stated in the thesis sentence? Is the thesis sentence the last sentence of the first paragraph?
   c. Does the introduction catch your attention and make you want to read more? If not, what can be done about it?

d. Does each paragraph have a topic sentence? Does the topic sentence relate to the thesis sentence? Do the details of the paragraph relate to the topic sentence?

e. Does the writer make use of transitions so that the ideas of one paragraph flow smoothly to the next?

f. Check the individual sentences. Does each sentence conform to one of the sentence patterns we have studied? Does the writer vary the sentence patterns, or are they all the same?

g. Where can the writer use a more specific word? a more specific example?

h. Check grammar (N.B. give 3-4 specific problems you have noticed in student papers) especially verb tenses, subject/verb agreement, use of articles, spelling.

i. Give the essay a title.

j. Rewrite.

3. Tell students that "yes or no" answers will not suffice. They are to read the essay completely through placing marks by obvious problems. Next they should

go through the check list one item at a time beginning with "a". They should write down changes and comments that they think will help the writer. We are all in the same boat. We are all learning to write. Make the same kind of helpful comments and changes you would like on your paper. Work quickly, you will have about 30 minutes to revise the essay.

4. Hand-out a copy of one student's paper.
5. Go through the check list as a class one item at a time.

Materials: Student writing.

Evaluation: Student participation and interest in revision. Student ability to recognize places where changes are necessary and to make these changes.

Assignment: Use the check list and process we practiced in class to revise your own essay.

SELECTED LESSONS:

SPEAKING

The primary goal of the speaking component was to help students feel self confident in their ability to verbally communicate ideas. I knew from my observations of ESL students that they were reluctant speakers in classroom situations. Although I recognized that cultural differences in classroom behavior was the cause of some of this reluctance to speak, I was convinced that students lacked self confidence in their ability to speak because in previous ESL classes they were only required to use speech in response to patterned questions relating to social situations. Certainly the basic conversation patterns practiced in ESL classes are essential, however, students in the ESL Transitional class were preparing to enter adult basic education classes where speech must be combined with critical thinking skills in order to effectively communicate ideas which are formed from a broad base of knowledge and experience.

To bridge the gap from ESL to ABE classes we used higher level questioning techniques not only to expend verbal expression, but also to model the self questioning processes necessary for clear writing and effective reading. I believe that higher level questioning requires greater degrees of thinking from students. Students must examine the facts and ideas they have learned from several different points of view before reaching a conclusion. Students will also think more

productively and in English if they are required to generate innovate ideas as part of problem solving situations. I used questioning to enhance thinking as an introduction to a lesson and as follow up once a lesson had been presented. Examples of higher level questioning strategies include: questions that require comparisons, questions that concern discrepancies, questions of judgement, questions that transform information or create new viewpoints, and questions that require creative thinking. You will find more information on how to apply higher level questioning in the reading lessons and in the chapter "Teaching Techniques".

Another aspect of the speaking lessons involved clear pronunciation because many students felt that their accents were a hindrance to clear verbal communication. We used nursery rhymes and tongue twisters to improve articulation. Because I did not want to interrupt the flow of spoken ideas by correcting every mispronounced word, the only times pronunciation was corrected were during an articulation lesson, when I could not understand a given word, when new vocabulary words were presented, or during individual conversation.

Individual conversation practice was also a critical part of the speaking curriculum. I scheduled individual appointments once each week with each student. Usually I presented some background on a topic for individual conversation during the last fifteen minutes of the last

class of the week. The topic varied from the American frontier spirit to television to child rearing in whatever they could about the topic before their conversation appointment. We discussed these topics individually and at the end of the week we raised the topic again for a class discussion. This was an extremely productive exercise in terms of improving the students self confidence in speaking English.

The speaking lessons which follow incorporate the above ideas as well as those expressed in the rationale.

Lesson 1 - Speaking

Objective:

1. To present students with a diagram of the articulatory apparatus so that they can understand how English sound are formed.

Activities:

1. Hand out a diagram of the articulatory apparatus. Lesson 1, Attachment 1) Explain the various parts of the diagram in layman's terms. Explain that the vocal cords vibrate when we make some sounds (zoo) and do not vibrate when he make others (Sue). Ask students to touch their vocal cords while making these sounds.
2. Practice other sounds so that students can feel the relationship between the tongue, teeth, lips and palate.
3. Hand out "Betty Botter" (Lesson 2, Attachment 2). Ask students to read silently while you read aloud. Read at a fairly brisk pace. Repeat the exercise reading at a more deliberate pace.
4. Ask the students to read aloud as a class. Control the pace. When finished ask the class to repeat any

mispronounced sounds you may have noticed.

5. Ask each individual in the class to read "Betty Botter" aloud. At the end of each reading correct any mispronunciations.
6. When everyone has read, you read "Betty Botter" as quickly and clearly as possible. Then ask for volunteers to read quickly.

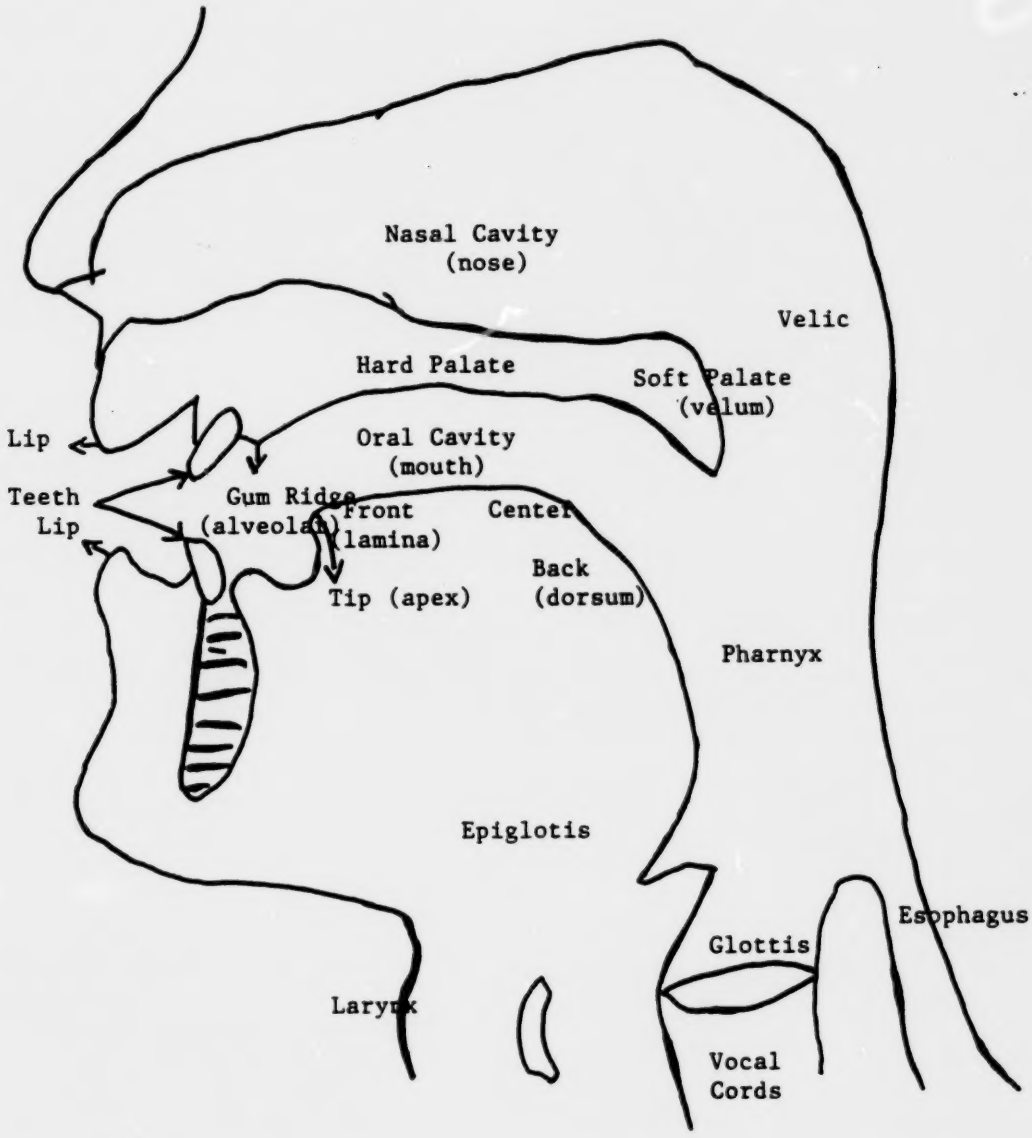
Materials: Articulatory apparatus diagram (Attachment 1) "Betty Botter" (Attachment 2).

Evaluation: Student participation and ability to pronounce clearly.

Assignment: Read "Betty Botter" three times to your family.

Articulatory Apparatus Diagram

Attachment 1



Lesson 1, Attachment 2

Betty Botter

Betty Botter bought some butter.
"But," she said, The Butter's bitter.
If I beat it in my batter,
It'll make my batter bitter.
But a bit of better butter ----
That'll make my batter better.

So she bought a bit of butter
Better than her bitter butter,
And she beat it with her batter...
Then her batter was not bitter.
Better, then, that Betty Botter
Bought a bit of better butter.

Lesson 2 - Speaking

Objective:

1. For students to practice pronunciation and the rhythm of the language by reciting "I Know an Old Lady who Swallowed a Fly."

Activities:

1. Write some of the rhyming words from the poem on the board. wiggle, giggle, jiggle - why, fly, die - absurd, bird - throat, goat - horse, course, etc.
2. Ask students to pronounce the words. Correct pronunciation and define words if necessary.
3. Hand out the poem (Lesson 2, Attachment 1).
4. Read the poem aloud so that students can hear correct pronunciations and rhythm.
5. Assign parts according to the numbers in the left hand column and read aloud several times. Have several students assigned to each part. Have clear speakers and not so clear speakers and not so clear speakers in each group. Ask students to "ham" it up. Model appropriate "ham" behavior.

Materials:

"I Know" an Old Lady..." (Lesson 2, Attachment 1)

Evaluation: Student interest, participation, and ability to pronounce words clearly.

Assignment: Read this poem to your family. (Gabriel, 1983)

Lesson 2, Attachment 1

I KNOW AN OLD LADY WHO SWALLOWED A FLY

by Rose Bond and Allan Mills

1--I know an old lady who swallowed a fly.
2--My, of my! She swallowed a fly!
3--Why, oh why did she swallow a fly?
4--Now I think she'll probably die.

1--I know an old lady who swallowed a spider
1--That wiggled and jiggled and giggled inside her.
6--She swallowed the spider to catch the fly.
2--My, of my! She swallowed a fly!
3--Why, oh why did she swallow a fly?
4--Now I think she'll probably die.

1--I know an old lady who swallowed a bird.
5--How absurd to swallowed a bird.
1--She swallowed the bird to catch the spider
1--That wiggled and jiggled and giggled inside her.
6--She swallowed the spider to catch the fly.
2--My, of my! She swallowed a fly!
3--Why, oh why did she swallow a fly?
4--Now I think she'll probably die.

1--I know an old lady who swallowed a cat.
5--Imagine that. She swallowed a cat.
1--She swallowed the cat to catch the bird.
1--She swallowed the bird to catch the spider
1--That wiggled and jiggled and giggled inside her.
6--She swallowed the spider to catch the fly.
2--My, of my! She swallowed a fly!
3--Why, oh why did she swallow a fly?
4--Now I think she'll probably die.

1--I know an old lady who swallowed a dog.
5--What a hog to swallow a dog.
1--She swallowed the dog to catch the cat.
1--She swallowed the cat to catch the bird.
1--She swallowed the bird to catch the spider
1--That wiggled and jiggled and giggled inside her.
2--My, of my! She swallowed a fly!
3--Why, oh why did she swallow a fly?
4--Now I think she'll probably die.

1--I know an old lady who swallowed a goat.
5--Opened her throat and swallowed a goat.
1--She swallowed the goat to catch the dog.
1--She swallowed the dog to catch the cat.

1--She swallowed the cat to catch the bird.
1--She swallowed the bird to catch the spider
1--That wiggled and jiggled and giggled inside her.
6--She swallowed the spider to catch the fly.
2--My, of my! She swallowed a fly!
3--Why, oh why did she swallow a fly?
4--Now I think she'll probably die.

1--I know an old lady who swallowed a cow.
2--No one knows how she swallowed a cow.
1--She swallowed the cow to catch the goat.
1--She swallowed the goat to catch the dog.
1--She swallowed a dog to catch the cat.
1--She swallowed the cat to catch the bird.
1--She swallowed the bird to catch the spider
1--That wiggled and jiggled and giggled inside her
6--She swallowed the spider to catch the fly.
1--And then--guess what? She swallowed a horse!
2,3,4,5,6,--And after that, she died--of course!

Lesson 3, Speaking

Objectives:

1. For students to listen to and practice reading Fox in Sox by Dr. Seuss so they can improve their pronunciation, use of prepositions, and sentences structure.

Activities:

1. Betty Botter can't hold a candle to Fox in Sox. Explain the idiom and say that this book and other Dr. Seuss books in general are read to children to help them with pronunciation and other elements of the language such as prepositions, dialogue, and sentence structure. Point out a few examples. Make sure that students understand the book is funny and composed of tongue twisters.
2. Read the book aloud so that students can see the pictures. Point out the relationships shown by prepositions in the pictures as you read.
3. Ask one student to read a section and then pass the book on to another student to read. Continue until the whole book is completed. Correct pronunciation as you go.
4. Ask students what their favorite parts

were. Then ask if they would like to read their parts.

Materials: Fox in Sox by Dr. Seuss.

Evaluation: Student participation and ability to pronounce.

SELECTED LESSONS:

LISTENING

Listening skills were emphasized in specific lessons to provide the transitional student with skills that would help him understand speech at a more rapid rate, speech that is not clearly enunciated, and speech which contains unfamiliar vocabulary words. To accomplish this goal, we practiced active listening skills and worked on building the student'self confidence so that they felt comfortable in clarifying information when they found themselves in difficult listening situations.

Active listening skills involved lessons on note taking while listening to lengthy spoken material. Usually students were told that they would need to summarize the main points and give specific details that would illustrate these main points after listening. Note taking was also required in many small group exercises so that students could build on the ideas of others to form new ideas.

Active listening also means learning the skill of forming questions to gain needed information. Questioning in listening situations is difficult for ESL students because they fear being considered ignorant. Therefore it is important to frame questioning skills in a positive manner. I told the students that the most intelligent people in the world are not those who feel they have all the answers. The most intelligent people are those who know how to ask the right questions to get the information they need. It takes an intelligent person to

ask a positive question like "What did you mean when you said...?" It takes an intelligent person to form the answer to that question into a statement using his own words and then ask again for clarification. "Is what I understand you to say....?" We tried to avoid putting ourselves down in the questioning process by not framing questions negatively. You will find more information on questioning in "Teaching Techniques."

In selecting material for listening skills it is imporatant to choose material which you present or is presented at a normal rate. It should be material which is of high interest and which contains a large number of vocabulary words which are new to the students.

Of course, listening skills are an integral part of every lesson. The lesson which follows is one example of a lesson specifically directed at improving listening skills. The lesson uses questions which test the students' comprehension and can be applied to a wide variety of reading material.

I also frequently dictated items from The Dictionary of Cultural Literacy as a listening exercise. Students found items from the chapter on idioms interesting and helpful. I used this type of lesson once each week and would occasionally give an oral quiz to check students recall.

Lesson 1, Listening

Objective: 1. For students to listen to "The Nightingale and the Rose" by Oscar Wilde so they can practice their listening skills.

Activities: 1. Make the following introduction to the story: The nightingale is a small brown bird whose beautiful song enchants rich and poor, young and old with ideas of love and beauty. This is a story about love and lovers. The story talks about three kinds of love: the birth of love between a boy and a girl, the birth of passion in a man and woman, and the love that is perfected by death. Listen carefully so you can answer ten questions about the story, describe what you think is the main idea, and write a brief summary. Take notes as you listen.

2. Read "The Nightingale and the Rose" aloud at a normal oral reading pace. Be a dramatic as possible.

3. Ask the following questions about the story. Tell students you will only repeat each question once. Read the question. Pause briefly and repeat the

question slowly. Allow ample time for students to write an answer.

A. What problem does the student have at the beginning of the story?

B. What does the nightingale think of the student?

C. What does the nightingale plan to do about the student's problem?

D. How does the rose tree that dwells beneath the student's window tell the nightingale she can get one red rose?

E. How does the nightingale respond to the red rose tree's idea?

F. What does the nightingale tell the student about love?

G. What does the student think of the nightingale while she is singing to the oak tree?

H. What, according to the narrator, is the only thing that can make the heart of a rose red?

I. What three kinds of love does the nightingale sing about while her heart is pressed against the thorn?

J. How does the professor's daughter react to the student's gift of a red rose?

K. What do you think is the main idea of this story?

L. Write a brief summary of "The Nightingale and the Rose."

Materials: "The Nightingale and the Rose" by Oscar Wilde.

Evaluation: Student responses to the questions.

TEACHING TECHNIQUES

The following few pages are a listing of teaching techniques that I found particularly effective in the ESL Transition classroom.

First, the ESL transition teacher must employ effective higher level questioning strategies to help students improve their thinking. While it may be true that many transitional students possess advanced thinking skills in their native language, in order for them to be successful English communicators. questioning strategies which promote higher level thinking must be used at every opportunity.

"Higher level questioning strategies," according to Marilyn Brown in a paper presented at the National Council of Teachers of English 1988 Spring Conference, "requires greater degrees of thinking from the students. They must examine the facts/ideas they have learned from several points of view before reaching a conclusion. Students will also think more productively if they are required to generate innovative ideas as part of problem solving situations."

The following are some examples of questioning strategies that I found effective: (N.B. None of these questions are one time questions. They are opening questions which lead to a myriad of other questions until the student has thoroughly expressed his thought.)

<u>Questions Requiring Comparisons</u>

1. How are your feelings of guilt and those

expressed by the Narrator of "The Black Cat" similar...different?

2. How are grocery stores or grocery shopping in your native country different from the grocery stores or grocery shopping in the United States? How are they alike?

Questions That Concern Discrepancies

1. In Tortilla_Flat, could Danny go back to his old ways with his friends through different behavior?
2. How is it possible for some Americans to consume so much when they can see examples of poverty every day on their local news?

Questions of Judgement

1. In Anton Chekhov's "The Bet" who is the wiser person, the banker or the Lawyer?
2. Was the United States justified in using the atomic bomb in World War II?
3. What are the main causes of...? What were the most important results of...?

Questions that Require Interpretation or Generalizations

1. In Tortilla_Flat, how does the phrase "the burden of responsibility" apply to Danny and his friends?
2. How would you deal with the problem of...?

Questions that Transfer Information (new viewpoints)

1. What might have happened if...?

2. What might be the result of...?

Questions Requiring Creative Thinking

1. Think of all the good things about the narrator of "The Black Cat."
2. Find a make-believe place in your imagination. Explain what it looks like using as much sensory language as possible.

Second, I find it both helpful and rewarding to empower the students with the importance of their own ideas. The ESL students in the transitional class were mature adults with mature ideas developed from their experience. Teaching would be a frustrating and lonely profession if I thought the only ideas worth talking about were mine or those expressed in a text, therefore from day one I tell the students that their ideas are important and must be expressed. We all recognize we are one individual among many and sometimes we become overwhelmed by what seems to be our insignificance. This hopeless feeling is easy to come by if you are learning a new language and a new culture. As an ESL transition teacher, I stressed the positive, showed approval of novel ideas, and genuine interest to help students become express the knowledge they already had in a new language.

I also demanded that students respect and make every effort to understand the ideas of other students. When one student expressed and idea I would frequently call on another student to repeat what had been said or

to ask questions until they understood what had been said. This technique provided us with many fascinating dialogues and a good deal of knowledge.

Third, I found the pacing of the class to be crucial. My goal was to get students ready for adult basic education classes or the workplace. When students entered the transition class they had grown accustomed to the slow pace of reading, writing, speaking and listening typical of the ESL classroom. I felt that by the end of their transitional classroom experience students should be able to receive and transmit information at a pace much closer to that of the native English communicator. All class work, including assignments, was begun slowly and gradually increased to help students make the transition.

Fourth, I do not think it is necessary to grade any student work at this level, although all student work should be evaluated. I find these students to be highly motivated and felt in many cases that a mark would be a purely subjective gesture on my part. I met individually with every student every week and evaluated the students work in terms of the students goals. This type of evaluation created a student-teacher dialogue which was positive and rewarding for the student. All students seemed comfortable with this type of evaluation and were more than willing to question until they understood how to correct problems.

Fifth, The dialogue journal, time consuming as it was, really made an inseparable student-teacher bond. I required students to write for ten minutes every day about any subject they wanted. I collected these journals weekly (some each day on a set schedule) and responded matching the length of the students writing. My responses sometimes dealt with the ideas expressed and othertimes dealt with the way the ideas were expressed. No corrections were ever made in the dialogue journal. We kept this journal as a safe place to discuss our most important ideas. I would not recommend the dialogue journal if you do not wish to become personally involved with students or if you cannot allow at least thirty minutes to read and respond to each journal.

Sixth, have fun, don't do anything boring. These students are leaning English. Their is no limit to the exciting possibilities for materials. Once I knew my students, which happened very quickly with the dialogue journal and individual conversation, I simply tailored material and techniques to the classes interests and watched them grow as English communicators.

The Research Base and Rationale:
Syntax Acquisition and the
ESL/ABE Transitional Student

One of the most powerful tools human beings possess is the ability to communicate. People rely on language countless times each day to obtain the things which are essential for successful living. Imagine how powerless and insecure you would feel if you were unable to speak, listen, read and write so that others could understand the message you were attempting to convey. Thousands of men and women who have come to the United States experience this powerlessness and insecurity, because they cannot communicate in English. These people, who are thousands of miles from homeland and countryman, suddenly find themselves deprived of their essential communication skills, and they feel lonely and frustrated. Eventually, many of these people enroll in an English as a Second Language (ESL) program as a means of breaking down the language barrier with which they are faced. Yet, many of these students who successfully complete three levels of ESL class work are still frustrated because they enroll in Adult Basic Education (ABE) classes and fail. Although these students can use the English language to communicate on a basic level, they quickly realize that their command of English is not nearly as powerful as their command of their native language. It is these highly motivated students who are making the transition from ESL classes that this paper is concerned with. I believe that ESL students making the transition from ESL to ABE classes can develop a syntax

which will help them communicate more effectively in the ABE classroom when teaching methods which promote language acquisition, as opposed to language learning, are employed in the transitional instruction.

In this rationale I will first discuss the problem involved in making the transition from ESL to ABE classes. (See pages for a detailed discussion of the problem.) Second, I will discuss the linguistic component of syntax as the most significant element of language necessary to bridge the gap between ESL and ABE classes. Third, I will discuss Terrell and Krashen's Natural Approach to second language teaching as a means of helping ESL transitional students acquire the syntax they need. Last, I will discuss some teaching strategies that incorporate the natural method in helping students acquire a syntax. (See "Lessons" and "Teaching Techniques" for more detailed information.)

The reason, in my opinion, many students successfully complete a traditional ESL curriculum, yet still lack the skills in speaking, listening, reading and writing to advance through an ABE curriculum is the difference in content and methodology between the two levels. For example, ESL programs traditionally use patterned sentence structure and controlled vocabulary. It is not at all unusual to see an ESL intermediate level reading passage composed of entirely simple and compound sentences. ABE programs, on the other hand, incorporate

materials and methods which assume an understanding of mixed sentence structures and more advanced vocabulary.

Another difference in methodology is in the rate of instructional delivery. The listening competences of the ESL student are underdeveloped as compared to a native English speaking student. The rate of speaking and listening required to comprehend instruction and directions in an ABE program is often too rapid for the ESL student. Much of what is said is not comprehended by the ESL student unless the teacher slows down the delivery and is sensitive to clear enunciation. To ease the problems he faces and to be successful in the ABE classroom, the ESL traditional student must be able to generate mature English sentences. Certainly, the ESL student will not communicate with the fluency of a native speaker, but he should have access to a good part of the underlying structure of English sentences.

Anisfeld begins his chapter entitled "Aspects of Syntax" with the following quote from Noam Chomsky: "An essential property of language is that it provides the means for expressing indefinitely many thoughts and for reacting appropriately to an indefinite range of new situations" (Anisfeld, 113). Within this quote lies the primary objective of the transitional classroom. The ESL student must be able to not only express his thoughts, but understand the thoughts of others in the very different circumstances that arise in ABE classroom

situations from English Composition to GED Social Studies to Geography and History, etc. The "means" that Chomsky says language provides is syntax.

Anisfeld defines syntax as the " province of the science of linguistics which is the study of the structure of sentences" (Anisfeld, 113). Other definitions of syntax such as Wardhaugh's, "arrangements and interrelationships of words, phrases, clauses, and sentences" (Wardhaugh, 252), are too broad for the purposes of this paper and include other components of language. Wardhaugh's structural linguistic viewpoint is that "a sentence is an ordered sequence of linguistic forms" (Richards and Rogers, 52). The structural linguistic viewpoint views phonetic, phonemic and morphological structural levels as building blocks leading toward the higher-level systems of phrases, clauses and sentences (Richards and Rogers, 53). I mention Wardhaugh's definition and the structural linguistic view merely to point out that the ESL transitional student has already learned enough of the phonetic, phonemic and morphological structure levels to communicate on a basic level. The syntax the ESL student must acquire refers to the sentence because as Anisfeld says:

> The sentence is the center of the language and the focus of its productivity. The sounds and words and individual utters are drawn from a limited, previously acquired repertoire. Sentences, however, are different. They are constructed, not produced from memory. There is no limit to the number of

> sentences one can construct, and hence no limit to the variety of ideas that can be expressed in language. In a real sense sounds and words exist to be used in sentences (Anisfeld , 123)

Given Anisfeld's idea about sentences, what knowledge, then, must the ESL transitional student acquire about the structure of sentences in order to successfully communicate in the ABE classroom? Unfortunately, the definitive answer to this question lies somewhere in the realm of psycholinguistic theory and is well beyond the scope of this paper. Nonetheless, I am not above giving a relatively uninformed answer, a hunch if you will. It seems to me that at least one part of the syntax ESL transitional students must acquire is the general principles of Generative Transformational Grammar.

In her article "Language Acquisition and Linguistic Theory," Helen Goodluck says that within the language "there are certain central properties, rules and conditions, which define the normal use of language" (Fletcher and Garman, 64). Transformational Grammar is one such set of rules which native speakers of English have access to and which surely the ESL transitional student must access in order to gradually communicate in "normal" or grammatical English.

Noam Chomsky's Generative Transformational Grammar "formulates an explicit system of rules than when put into operation produce only grammatical sentences"

(deVilliers and deVilliers, 62). The tree diagram, the trademark of Transformational Grammar, illustrates the deep structure and surface structure and shows that "meaning and form coexist" (Anisfeld, 123). Consider for example the following sentence: The cat ate the mouse. The "s" on the top, indicating sentence, shows the unified nature of the sentence. Both structure and meaning are connected to the "s". The "s" branches into three different points: noun phrase (NP), auxiliary (Aux), and verb phrase (VP), showing that the sentence consists of three different parts. The Aux contains information about the form of the verb. In this case, the past tense of eat is ate. NP is further broken down into determiner (D, articles), noun (N), and number (NU, singular or plural). Since the verb is a transitive verb it is followed by a second noun phrase which is broken down in the same manner as NP1. The upper part of the tree diagram represents the deep structure and defines the basic relationships among constituents in the sentence. The lower part shows the outer form, the words which convey meaning. Other nouns and verbs can be inserted on the bottom line, and the sentence will still be a normal grammatical sentence. There are many other transformational rules to account for a variety of sentence structures however, the point I wish to make here is that, in my opinion, if the ESL student acquires access to the rules governing deep structure and how they

generate a surface structure, he will be better equipped to communicate in the ABE classroom. He will have a syntax, an understanding of sentence structure in which he can insert other linguistic forms to express a variety of ideas.

Thus far, I have explained that ESL students making the transition from ESL to ABE classes might be able to communicate more effectively if they develop a syntax or sense of sentence structure. The question remaining is: how will teaching methods which promote language acquisition give students access to a set of syntactical rules which will help them communicate more effectively? Generally speaking, the answer is that they will acquire these rules in much the same way that children acquire the grammatical rules of their first language.

The philosophy of language known as the Natural Approach which emphasizes language acquisition was developed in the late 1970's by Tracy Terrell, a Spanish teacher, and Stephen Krashen, an applied linguist. The Natural Approach differentiates between language learning and language acquisition. Terrell says:

> Language knowledge stems from two sources: what is learned and what is acquired. Learning is the conscious process of studying and intellectually understanding the grammar of the second language. Acquisition, on the other hand, refers to unconscious absorption of general principles of grammar through real experiences of communication using the second language. It is the basis for most second language ability and in terms of the second language is commonly known as "picking up a language."
>
> In most second language classrooms the emphasis

> is on learning, not acquisition. However, since no one has ever completely described the grammar of a language much less taught it to anyone, all second language ability must involve acquisition. The most obvious incontestible example of acquisition is the ability to "pick up" a native-like pronunciation with minimal exposure. Not all students are equally adept at acquisition, but the important point is that while acquisition is present to some degree in all second language ability, learning may or may not have played a central role (Blair, 162).

Terrell and Krashen's research indicates that adults acquire a second language in a similar, although not identical, way children acquire their first language. They cite studies by Bally, Madden, and Krashen (1974) which "found that adults acquire grammatical morphemes in the same way as do children" (Blair, 163). Thus it seems to follow that adults would acquire a set of syntactical rules in the same way. Before discussing the application of the Natural approach to the acquisition of a syntax in the ESL transitional classroom, one must consider a potential barrier to language acquisition that the ESL student has developed through his exposure to second language teaching methods which promote language learning. This barrier can be seen in what Terrell and Krashen call the Monitor Model. The Monitor Model says that we take in language by acquisition, the unconscious way we learn our first language, and by learning, developing the rules that govern our use of language. Krashen and Terrell use a diagram to illustrate the interaction of acquired and learned language.

Learning
(the monitor)

Acquisition ----------
Output
(the creative construction process) (Rathmell, 138)

Language learning trains the monitor and "tends to produce students with highly developed monitors but minimal acquisition stores from which to draw" (Rathmell,139). Highly developed monitors are barriers to effective communication because all incoming and outgoing language is processed for correctness in the monitor. Thus a student wanting to express an idea must first search the monitor for the correct way of expressing the idea, if in fact he has learned a correct way. Second, he must organize his idea according to the learned rules, and then express it. Obviously this process involving the monitor slows down communication. For the ESL student in an ABE classroom where language comes in mixed sentence patterns and at a rapid rate, an overdeveloped monitor will put him behind his native language speaking classmates within the first hour of class.

The Natural Approach philosophy holds that the following principles should be adhered to when emphasizing language acquisition in the second language classroom:

> ...(1) immediate communicative competence (not grammatical perfection) be the goal of language instruction, (2) instruction should be directed to modifying and improving the students grammar (rather than building it one rule at a time), (3) students

> should be given the opportunity to acquire language (rather than be forced to learn it), and (4) affective (not cognitive) factors are primary forces operating in language acquisition (Blair, 1663).

The ESL transitional student will acquire a syntax that will help him communicate more effectively if "the teacher devotes class time primarily to providing language for acquisition with non-linguistic clues to assist students in interpreting the language" (Blair, 138). If, for example, the teacher reads aloud Poe's "The Black Cat" written at perhaps a ninth grade level, students should be guided toward an interpretation through pre and post reading questions that will help him relate his own experiences to those expressed by the narrator of the story. What do you know about guilt? When did you feel guilty? How did guilt change your behavior? What do you know about excessive use of alcohol? How does the character in the story experience guilt? How does he use alcohol? What are the results? How does your experience and knowledge about guilt and alcohol relate to the narrator's, to that of your classmates, to human beings in general? These types of questions promote real communication. Student responses to these questions and reactions to other language expressed during such a discussion help the student acquire the deep structure of syntax that he needs in order to communicate his idea to others. What's more, these types of questions model a questioning pattern for students to use when they are trying to understand the

details of an idea expressed by a classmate.

Teachers of ESL transitional classes must create an interesting and friendly atmosphere in order to promote language acquisition. One way of doing this is to empower the students with the importance of their ideas on any subject. Being able to express the idea of how you feel about your housekeeping chores is as important as expressing a complicated idea in a Materials Design course. The teacher can emphasize the importance of expressing ideas by initiating a dialogue journal with students. Students are required to write for ten minutes each day on any subject they choose. The teacher matches the length of the writing and can comment on the subject matter or the writing itself, or some other idea that comes to mind as a result of reading the student's idea. When the student recognizes that his ideas are important he will acquire the way to communicate them in writing and in speech.

Teachers can also promote the acquisition of a syntax by providing a rich mix of classroom activities and materials which consider the students' needs and interests. Students, and all people, love to talk about what is important to them. In a class of 12 to 16 people, there is no limit to the activities and materials which can be used in the classroom. Again, if the student feels his needs are being met and the discussion is of interest to him, he will want to communicate

effectively.

In this rationale I have discussed the nature of the problem facing the ESL transitional student and suggested that the student needs to acquire a syntax, a sense of sentence structure to help him communicate more effectively in ABE classes. I think the basic ideas of transformational grammar are part of the syntax that students can acquire to help them communicate effectively. Students can acquire a set of structural rules if the teacher uses the principles of the Natural Approach to pique student interest in genuine communication. These ideas form the structure of the ESL/ABE Transitional Program.

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